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ABSTRACT

This handbook is intended to aid in development of educational programs for gifted students in New Hampshire. The handbook is divided into seven sections. Section I, provides material regarding the specific policies that authorize and pertain to gifted education in New Hampshire and offers resources to assist educators in describing the present status of gifted education in their area. Section II includes an overview of the nature and goals of gifted education, the rationale for gifted education, and the fundamental beliefs upon which the handbook's guidelines were established. Section III examines preparation considerations to establish a sound foundation for planning efforts, such as setting priorities and gathering and analyzing data. Section IV examines the nature and purposes of the planning process. It outlines who should be involved in planning, reviews planning tasks, and provides a checklist to monitor planning progress. Section V discusses major responsibilities and tasks at the district level such as promoting shared decision making and creating a master plan. Section VI addresses the extension of district-level criteria to the local school or building level and proposes seven indicators of excellence in programming. Section VII, discusses plan implementation and management, evaluation and long-range planning, and communication and school-community relations. Appendices include: "Summary of Planning Tasks," "References" (over 70); "Parent Handout on Contemporary Programming," "Assessing the Nurturing Students' Interests" (Talent Checklists), "Guidelines for Cooperative Agenda Meetings," and "Sample Forms and Resources from Selected Programming Models." (JDD)

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GUIDELINES FOR PLANNING GIFTED EDUCATION PROGRAMMING IN NEW HAMPSHIRE

OFFICE OF GIFTED EDUCATION

Bureau of Instructional Services for Elementary/Secondary Education

New Hampshire State Department of Education

1989

EC 301110

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Dear New Hampshire educator:

It is the hope of the State Department of Education that these **Guidelines for Planning Gifted Education Programming in New Hampshire** will be useful as you plan for enhancing the services and opportunities available to your students.

We wish to thank the **Guidelines'** principal authors, Dr. Donald Treffinger and Susan Tannehill, for their diligence and commitment to helping New Hampshire districts develop their own answers to "what works" for nurturing giftedness. The authors were the featured presenters at the 1986 and 1987 New Hampshire Governor's Institutes in Gifted Education, and since then have continued to be invited into our state for consultation and professional development activities.

We are grateful for the direction and support of the Governor's Action Committee for Gifted Education: Linwood Bean, Hanover High School (Chair); Rep. Ellen Ann Robinson, Litchfield; Dr. Talu Robertson, Antioch/New England, Keene; Irene Powers, Lakeway Elementary School, Littleton; Janet Dining, Rye Jr. High School; Dr. Richard Lalley, Amherst; Dr. Marcy Mager, New Durham Elementary School; May Balsama, N.H. P.T.A., Amherst; Dr. Ann McGreevy, Notre Dame College, Manchester; and Dr. Robert Brunelle, ex-officio.

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Finally, thanks to all New Hampshire educators for working so hard to make our schools welcoming and challenging for students with such diverse gifts, talents, abilities and interests.

Sincerely,

Susan H. Newton

Susan H. Newton
Program Administrator
Office of Gifted Education

EQUAL OPPORTUNITY EMPLOYER - EQUAL EDUCATION OPPORTUNITIES

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What are guidelines and what are they for?

This Handbook is intended to be a practical, helpful resource, rather than a mandate or a prescriptive set of policy requirements. Guidelines are general recommendations to help those who follow them to chart their course more accurately, efficiently, and effectively.

Guidelines can also serve many purposes; for example guidelines **can**:

- identify major areas in which decisions should be made;
- describe significant dimensions of the "foundation" for effective programming;
- challenge schools to reexamine existing procedures and practice in the light of contemporary theory and research;
- encourage schools to conceptualize and define programming constructively;
- highlight possible areas of concern or omission in local planning efforts;
- identify important questions that must be addressed and potentially valuable resources for dealing with those questions;
- inspire schools to investigate challenging new directions and opportunities;
- stimulate and encourage innovation and progress;
- encourage and support comprehensive planning for school improvement;
- offer a foundation for continuity and comparability of general practices from one school to another.

Guidelines for gifted programming **do not:**

- mandate specific actions, decisions, or models;
- impose on any school a specific set of methods or materials;
- require the use of specific identification instruments or procedures;
- limit or constrain the services which can be offered or the students for whom such services are provided by individual schools.

While the intent of the Guidelines is to provide assistance and resources to facilitate planning and implementation of gifted programming throughout the state, this Handbook is not intended to be a comprehensive textbook on gifted education. It will not take the place of careful study of the literature, nor is it intended to eliminate the need for the services of trained professionals at the local level. Although we have attempted to provide sufficient explanation and discussion of major topics, many specific concepts and resources from the literature of gifted education will be summarized without detailed descriptions or complete discussion; reference citations are provided for follow-up study.

Overview of the Guidelines

The Guidelines Handbook is divided into seven sections, with several appendices. These are:

I. Initiating Gifted Education In New Hampshire: Varied Starting Points. In this section, recognizing that many SAU's, districts, and schools in New Hampshire differ in the nature and extent of their existing commitment to gifted education, material is provided regarding the specific policies which authorize and pertain to gifted education in New Hampshire. In addition, this section contains resources to assist educators in describing the present status of gifted education in their SAU, District, or school and in using the Guidelines Handbook effectively.

II. Gifted Education—A Framework for Excellence. The second section includes an overview of the nature and goals of gifted education, the rationale for gifted education, and the fundamental tenets and beliefs upon which the Guidelines were established.

III. "Starting Up:" Preliminary Steps. In this Section, we will examine some of the "preparation" considerations that will establish a sound foundation for initial planning efforts. Specifically, we will provide guidelines and resources for initial or "start up" planning, conducting meetings effectively, setting priorities, and information regarding the kinds and sources of data that should be gathered and examined as a district begins its planning for gifted programming. This section is intended for schools or districts at the first stages of preparation for gifted education, or for schools with more extensive gifted education efforts, but in which there is a commitment to on-going, systematic program improvement.

IV. The Planning Process. In the fourth section, we will examine the nature and purposes of the planning process, as it applies specifically to designing gifted programming. We will also provide an overview of the general approach to planning that will be proposed in the guidelines.

V. Developing the District Level Structure. In Section five, we will describe the major responsibilities and tasks which a district or SAU should consider carefully as it begins to approach the specific components of effective programming.We will also describe in detail the criteria which should be addressed specifically in a carefully-designed plan for gifted programming.

VI. Expectations for Building Level Programming. This Section describes the extension of District level criteria to the local school or building level, and proposes seven indicators, subsuming 42 specific criteria for excellence in programming, drawing from current theory and research.

VII. Continuing Role of the Committee. After the initial planning for gifted programming has been completed, the role of the planning group may not "expire," but may take new forms or directions, possibilities for which will be described in this Section. In this section, we will also discuss several specific concerns relating to program evaluation.

Appendices. Several appendices provide samples of resources, forms, and materials which can be useful in the planning process. These are provided as illustrative resources, and should neither be considered prescriptions to schools nor endorsements of specific models.

Section One: Initiating Gifted Education— Varied Starting Points

This Handbook provides planning guidelines for gifted education in New Hampshire schools. Its perspective departs substantially from "traditional" views of gifted programs ("let's decide which students belong in this category, what tests to use to find them, and what to do with them after we've categorized them...."). Thus it is important to begin by addressing the nature of, and rationale for, **gifted education.**

Some precise grammarians object to the use of the phrase, "gifted education," arguing in the strictest usage that education itself is neither "gifted" nor "ungifted." In part, we have used the phrase as a simple matter of convenience, to insure that it is understood that the scope of these guidelines extends beyond a narrowly-conceived entity called "the gifted program." In a stronger sense, however, it may be, in fact, accurate, and not too idealistic or simplistic, to urge a concern for "gifted" education—a vision of education as an experience through which the strongest potentials and talents, of everyone involved in it, are honored and cultivated. The phrase "gifted education" is, at the very least, then, more economical or efficient than repeating each time the full message we hope the phrase will convey: *"all of the efforts made by a school and community to recognize and nurture the many and varied strengths, talents, and sustained interests of many students."*

Gifted education in New Hampshire is viewed as a commitment to create, support, and sustain many services through which educators seek, bring out, and nurture "gifted behaviors"—the strengths, talents, sustained interests, and best potentials of our students. The goals and purposes of gifted education should therefore be considered more broadly (and, we believe, more powerfully) than merely to select and label a single, fixed group of students to be assigned to a single, fixed program.

These Guidelines, therefore, do not merely concern "having a gifted program" in your school, district, or SAU, as much as they address the dynamic and on-going process of challenging many students to become aware of their best potentials, and to fulfill those potentials as fully as possible through the opportunities and services offered throughout the school program.

Foundations for Gifted Education in New Hampshire

There are specific expectations that school districts and SAUs in New Hampshire should be actively involved in gifted programming.

State Board Policy.

A State Board Policy Statement, adopted June 6, 1984, holds:

> "The Board shall require school districts to develop a program which will identify and meet the needs of gifted and talented students within their districts."

Minimum Standards.

The minimum standards for elementary schools and high schools also address specifically the need for schools to address gifted programming. For example, consider the following excerpt from Ed 308, Minimum Standards for Elementary Schools (Final rules adopted by the N.H. State Board of Education on April 8, 1987; Statutory Authority: RSA 186:5, 186:8, 189:25, 194:23d)

Ed 308.02 (d) Children with Differing Talents
"Each approved elementary school shall adopt and implement written policies and procedures for programming which recognizes and develops students' differing and emerging strengths, talents, and interests. Effective programming shall be an on-going process in which deliberate efforts shall be made to identify and nurture each student's potential and to respond to his/her unique characteristics and needs."

At the secondary level, schools should consider the following excerpt from: Minimum Standards for High Schools (Final adoption by the N.H. State Board of Education in June, 1984: Section h, General Administrative Provisions #7):

"The school board of each district maintaining an approved high school shall have written policies which establish provisions for addressing the needs of students of different talents, intellectual capacities and interests, including the gifted and talented."

Unique Starting Points for Each SAU, District, or School

Every school or district has unique characteristics and a unique history and context that contribute to how it will determine its priorities. In many cases, however, a committee may be uncertain as to where to begin and which kinds of data are **essential** (as opposed to merely helpful or interesting). In this section we will consider some issues that can help you to assess the present status of your involvement in gifted education and to guide your efforts to set priorities for program planning and development.

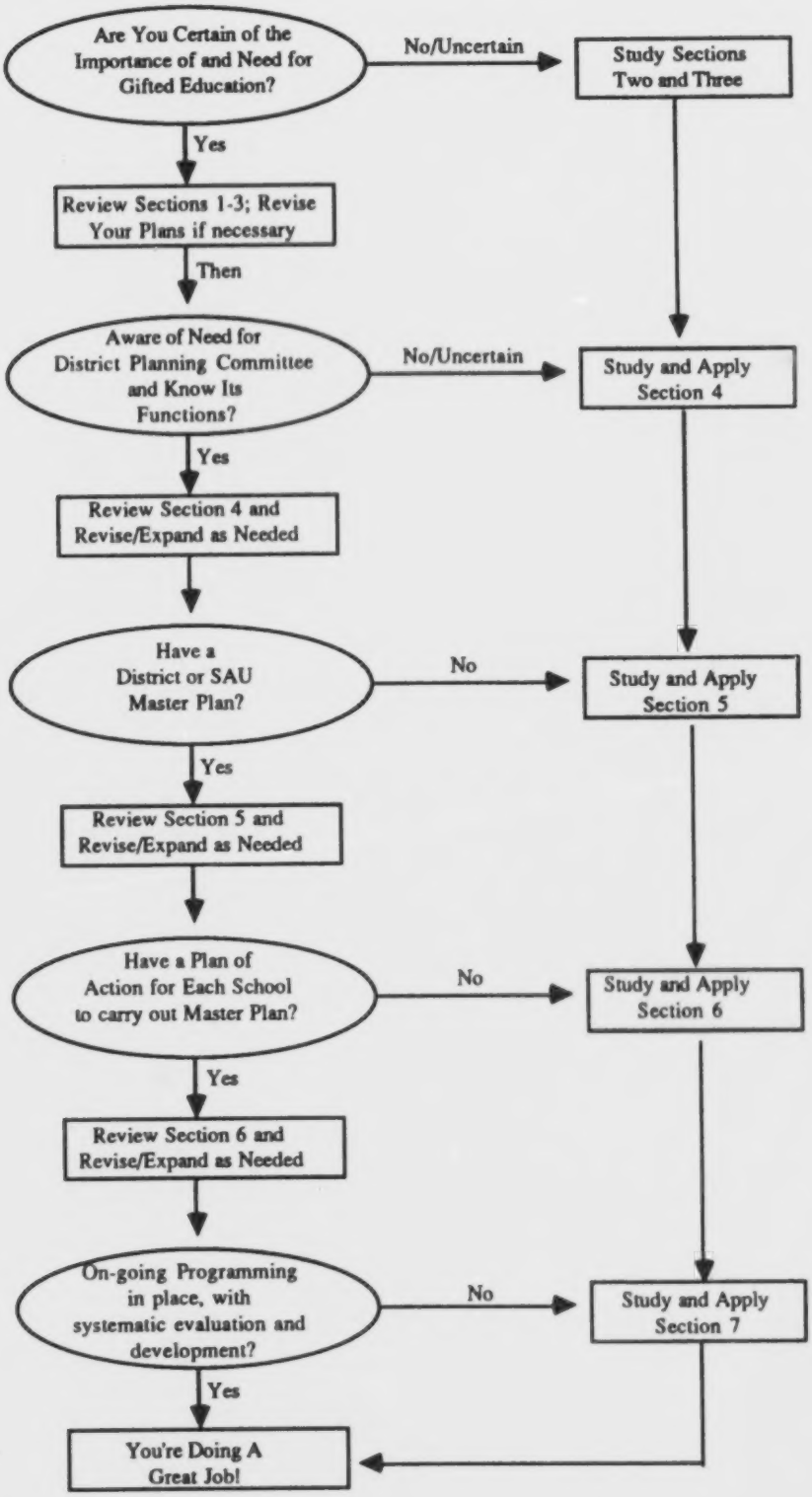
An initial question to address is, "What is your District's starting point?" Consider, for example, seven possible starting points, each of which might be quite different in its implications for defining and carrying out the tasks of planning, implementing, expanding, or reviewing gifted education in your schools. Examine the chart on the following page (p. 5) to assess the level which most accurately describes your District's or school's starting point.

For each of these seven levels, one or more sections of this Handbook will address topics that will very likely be of particular concern to you; these are described below. Of course, you will probably find it valuable to compare the steps you have already taken with the recommendations and suggestions in the Handbook, so the Sections which precede those recommended for each level should also be important and valuable to review. In addition, you will find that, as you progress from one level to another in your planning and implementation, succeeding sections of the guidelines will include material of increasing importance and value. The recommendations which follow are intended, therefore, merely to assist you in finding a probable "starting point" to use the Guidelines as effectively as possible. The diagram on the second following page (p. 6) will also help you to determine the best way to use this Guidelines Handbook effectively in your District, SAU, or school.

Starting Point:	Your District Has...	But Has Not...
0	Formed a committee to determine whether or not to become involved in Gifted Programming.	Made any commitment to take any action.
1	Made a commitment to creating Gifted Programming.	Made any specific plans for programming.
2	Developed an initial definition and philosophy statement.	Established specific commitments or support for programming.
3	Made initial plans and expressed willingness to support programming efforts.	Built positive attitudes and support among staff.
4	Conducted some programs or activities in the G/T area.	Created a comprehensive plan for programming.
5	Established many successful activities or services.	Created a long-term plan for linking gifted education with other school improvement efforts.
6	Sustained a mature, well-supported gifted education program.	Established on-going, effective evaluation process.

If your District is at "Level Zero," for example, in that a committee is charged with exploring whether or not gifted programming is viable (and we will assume at least some people are willing to suppose that it is!), your first committee priorities might focus on finding data that demonstrates a need for programming. The material in the Introduction is intended to summarize several important justifications for gifted education in any school district. The Guidelines will assist you in developing a definition and a basic philosophy statement. Following your development of a definition and philosophy statement, your next efforts should be devoted to gathering data about your District. Parallel to that search, must be investigation of reasons and persuasive arguments for programming in your district. In essence, yours must be a two pronged search: on the one hand, the search for evidence that programming is needed within your District; and, on the other, that that programming is viable and will show good results. *If you are beginning at this stage, these Guidelines may serve as the foundation for a year or more of cooperative study and planning by your staff. You will probably find it valuable to study the entire Handbook carefully.*

You are at "Level One" if your committee has been charged with developing a program (as opposed to accepting an initial commitment for programming). Your priorities are more likely to center around program design or planning. If this is your situation, you are indeed fortunate, because you can probably assume a certain level of district support for your efforts. Your committee should examine carefully the Guidelines material on planning, definition, philosophy, and identification, prior to investigating specific program models or alternatives, to establish an effective foundation and to insure that the policies and procedures you create will be consistent among themselves as well as with contemporary knowledge and principles of gifted education.


Are You Certain of the Importance of and Need for Gifted Education?
No/Uncertain
Study Sections Two and Three
Yes
Review Sections 1-3; Revise Your Plans if necessary
Then
Aware of Need for District Planning Committee and Know Its Functions?
No/Uncertain
Study and Apply Section 4
Yes
Review Section 4 and Revise/Expand as Needed
Have a District or SAU Master Plan?
No
Study and Apply Section 5
Yes
Review Section 5 and Revise/Expand as Needed
Have a Plan of Action for Each School to carry out Master Plan?
No
Study and Apply Section 6
Yes
Review Section 6 and Revise/Expand as Needed
On-going Programming in place, with systematic evaluation and development?
No
Study and Apply Section 7
Yes
You're Doing A Great Job!

At this level, you should consider very carefully the sections of the Guidelines on the nature of, and steps for, effective planning; these will assist you in creating an effective District Planning Committee. *It will probably be helpful to Review Section II, and begin your detailed study with Section III of the Guidelines Handbook.*

If your District is at "Level Two," having developed a philosophy, but not having made specific commitments to programming and resources, your efforts may be directed towards both program development and to exploring creative ways of developing funding. Your major committee tasks at this stage may be to build support for the District to commit the level of resources and support that will be required for successful program implementation. *Section IV will assist you in organizing your planning efforts, and Section V of this Handbook addresses specifically the tasks involved in District level planning.*

If you have already worked on the development of a District Master Plan for gifted programming, but not yet begun implementation or staff development, you may be at "Level Three." Your major priorities will be to develop a "grassroots" level of support, through inservice and staff development efforts. You should also review carefully the material in the Guidelines regarding the planning process, the District Plan, and important components of effective programming, in order to insure that your planning efforts are consistent with contemporary theory and practice. At Level Three, however, your major concerns will be to create effective support within the school district through staff development and the creation of Building Level Action Plans. *These are the major topics addressed in Section VI of the Handbook.*

At "Level Four," you are likely to be concerned with very complex and sophisticated challenges, having to do with "fine tuning," expanding, or modifying your existing programming efforts, in relation to your District's current needs as well as in view of recent developments in theory, research, and practice. At this level, there will be challenges dealing with such issues as changing or preserving existing activities (about which many committee members may bring strong feelings to the meetings!), or examining the impact of possible changes on students, staff, and community members. *These concerns are the focus of Sections V and VI of the Handbook.*

Programs which reach "Level Five" are quite likely to be viewed as comprehensive, successful programs, and in many ways, it may be quite valid to characterize them that way. In the view presented in these Guidelines, however, a very important, long-term system-wide goal must also be addressed: gifted education's impact on, and contributions to, the overall quality and effectiveness of the school program. Gifted education should be an important component of an on-going "vision" of an effective school, and thus, should be incorporated into a continuous process of school improvement. Finally, "Level Six" addresses the need for all school programs to develop and maintain a systematic process of evaluation, in order to document its outcomes and consequences and to provide an effective foundation for revision and change over time. Effective programming is dynamic, not static, and must involve on-going self-study and evaluation. *The concerns which are most likely to be of immediate relevance at this level are addressed in Section VII of the Handbook.*

Obviously, in any planning effort, it will be important to collect data about all of these issues and concerns; at various levels of "readiness" or experience, however, some issues may take on much more importance and urgency than others. In the face of a task as diverse and complex as program planning, it is often helpful to set priorities and to break the task down into more manageable segments based on those priorities.

We recommend, therefore, that you and your committee allocate time at the beginning of your planning efforts for setting priorities and discussing the unique characteristics, needs, and concerns in your District. These will influence the kinds of data you will need to gather and study, as well as the subsequent stages of your planning.

Section Two: Gifted Education— A Framework for Excellence

As a result of studying the material in this section, you should be able to:

1. Describe at least five reasons for the importance of gifted programming within your SAU, District, or school;
2. Identify appropriate goals for a contemporary approach to gifted programming:
3. Define the fundamental tenets and beliefs comprising modern approaches to gifted programming, in relation to: planning, identification, programming options, and implementation.

Rationale and Goals for Gifted Education

Modern educators recognize that the expectations and demands made of today's schools are greater and more important than ever before in our history. As the complexity of our world increases, as the rate of change with which we must cope increases constantly, and as our children and youth face more and more difficult personal, career, and social challenges than any previous generation, the demands on education also increase. We realize today, more than ever, not only that knowledge, but talent, imagination, problem solving, and judgment are qualities far too important in the world of the present and the future to be wasted or unfulfilled.

We recognize the need for talented accomplishments in many areas that will be essential to progress, to the quality of life, and perhaps to survival, and we recognize that schools share in the responsibility for nurturing many and varied dimensions of giftedness, including, for example:

- Science, medicine, technology, and engineering, to find solutions to problems of hunger, disease, and the destruction of our living environment;
- Leadership, social and behavioral sciences, and organizations, to solve the problems of justice, equality, diversity, and governance;
- Arts, culture, and entertainment, to bring us new opportunities and to enhance and celebrate creative expressions that add joy and meaning to life;
- Ethical, moral, and religious principles and philosophical analysis, to guide individuals and groups in understanding and dealing effectively with the most complex concepts and challenges of human existence;
- Personal fulfillment, enabling individuals to live in greater mental, emotional, and physical health and to celebrate their own talents as well as those of others.

We may not be sanguine about our ability to assess and select those young people who display the greatest potential for significant accomplishments in these areas, or in any other specific talent dimensions. In truth, these accomplishments often unfold over many years in an individual's life. They are the products of many complex factors over and beyond one's specific experiences in school. Nonetheless, educators today are rightfully called upon to make every possible effort to

discern students' special needs, interests, and potentials, and to provide educational opportunities for their nurture. Increasingly we must deal, then, with the responsibility of serving as important "guardians of the future."

Among the major goals of gifted education, in the contemporary view proposed above, are to:

•Promote deliberate and systematic efforts in schools to seek, respond to, and enhance the development of the strengths, talents, and sustained interests of students and staff;

•Support schools' efforts to establish and maintain a culture that values, promotes, and rewards excellence;

•Guide schools in their efforts to create, support, and enhance a climate conducive to innovation and the recognition and development of talents, among their students and staff;

•Stimulate and support on-going efforts by schools to recognize individuality and to promote higher levels of thinking, learning, and productivity among students and staff, and to encourage independent, responsible self-direction;

•Foster on-going professional development to enable educators to expand their ability to recognize and nurture students' strengths and talents;

•Support and enhance effective use of community resources to expand learning opportunities and enrichment for all students;

•Encourage all staff members to be aware of the academic, personal, social, and emotional characteristics and needs associated with giftedness, and to support their efforts to respond positively and effectively to such needs when observed among any of their students;

•Encourage on-going dialogue and actions in schools that will lead to ambitious visions of their goals and mission and promote their attainment.

Fundamental Tenets and Beliefs

The development of these guidelines has been influenced by a number of underlying principles and beliefs, based on contemporary theory and research from several areas of study, including gifted education, cognitive and developmental psychology, educational administration, curriculum and instruction, and other related areas. These principles provide a foundation on which effective school practice can, and should, be based. Exemplary programming for giftedness is the result of careful planning and on-going review and analysis. It does not come about by chance. The District level structure, leading to a detailed Master Plan for Gifted Programming, should reflect and embody these fundamental tenets and expectations.

There should be evidence that:

A systematic planning process occurs, involving—

- Careful and thorough self-study, leading to a specific written plan for recognizing and responding to students' needs.
- Commitment and support for adequate professional time for the planning process to occur, and recognition of the need for and importance of gradual implementation over several years.
- Instructional staff, administrative staff, and Board members demonstrate commitment to support the planning process.
- Planning for gifted programming is a professional concern which involves a cross-section of staff (e.g., elementary and secondary; varied content areas; curriculum and special areas; instructional and administrative) in the planning process. Provisions are also made for parent and community input and participation.
- The plan reflects contemporary theory and research regarding:
  -expanding views of giftedness and talents
  -effective practices in identification and programming.
- Purposes and goals are clearly-stated, emphasizing commitment to meeting the identified needs of all students.

Identification efforts are based on contemporary theory and research, emphasizing that—

- Commitment will be made to identification that is flexible and inclusive, not fixed and exclusive.
- Encouragement and support will be provided for all staff to search deliberately (individually and cooperatively) for the strengths, talents, and sustained special interests of many students.
- Identification of students' needs and programming responses are clearly linked, not treated as isolated concerns.
- Identification stresses recognition of students' unique characteristics and related instructional needs, rather than arbitrary procedures emphasizing fixed percentages, cutoff scores, or funding issues.
- The uniqueness of developmental levels and school organizational patterns is respected and balanced with the need for continuity and comparability across ages or school units.

Programming is comprehensive and multi-dimensional, including—

- Commitment exists to integration, rather than isolation, among various components of the school's program, with involvement and participation by many staff members, working toward the goal of effective integration among **all** components.
- Programming options support and extend, expand, or enhance, rather than supplant, the regular program.
- Staff members share ownership and responsibility for effective programming in their own areas of expertise, and support actively the school's efforts to meet students' unique needs through curriculum modification, enrichment, acceleration, and other appropriate services.
- Programming deals with the ways students learn best, and with responding to their identified educational needs; it will not be used as a "reward," nor will its denial be used as a threat of punishment, for any student.
- Routine procedures and requirements can be modified (perhaps even set aside) when legally possible, to insure that meeting students' unique needs is a high priority for the school.

- Commitment exists to providing many and varied services—within and beyond the regular school program—to respond to the diverse needs of many students.

Appropriate implementation will actually occur in practice, evidenced by—

- Explicit provisions are made for on-going professional development for all staff members, consistent with principles of adult learning and effective leadership.
- An appropriate time line for implementation has been adopted.
- Explicit provisions are made for on-going program monitoring and evaluation.
- In the district's written Plan, goals and objectives are clearly linked with: a) identification; b) programming policies; c) program evaluation provisions.
- Systematic steps are taken to build commitment and support for effective programming by the instructional staff, administration, school board, and community.
- Documented activities and services are provided in each school.

Communicating With Parents and Board Members

A common concern expressed by school administrators, program coordinators, and other professional staff members is that, although they endorse and support a broadened, flexible, and inclusive approach to gifted programming, significant pressures towards labels and being "in" or "out" of a fixed program come from parents and Board Members. Parents want to know very specifically, the argument goes, whether or not their children are "really gifted," and Board Members want very specific data about precisely how many students are being served through the gifted program, for "accountability" purposes.

These concerns often arise from parents' very genuine concern that their children should be challenged intellectually, or from Board members' rightful concern that limited resources should not be directed towards empty, meaningless "fads" that are, in general, of little real value or merit to anyone. However the concerns also arise quite frequently as contrived, stereotyped questions that parents and other non-professionals have *learned* to ask, having heard bits and pieces about new programs in one place or another, or having been alarmed by glittering generalizations and "horror stories" about serious mental, emotional, or even physical problems encountered by gifted students whose potentials go unrecognized and undeveloped. Rather than being "natural" questions about the adequacy or effectiveness of the school's program or the suitability of the students' experiences in schools, the concern is simply, "Will something terrible happen if we, or our schools, fail to recognize and respond to our gifted children?" Such learned concerns have frequently been reinforced, or even enhanced, by the zealous and well-intentioned (but not always very thoughtful) efforts of some free-lance writers and newspaper, magazine, or television journalists, for whom stories about gifted children, or little geniuses in today's schools, make "good copy."

Carefully-planned, systematic, long-term efforts to recognize and develop the strengths, interests, and talents of many students does not produce the kind of "dramatic" copy or support the broad generalizations that are so attractive to the mass media, nor will they necessarily lead to the "high profile" or "flashy" programs that have public appeal regardless of their real substance or merit.

We believe that the value and importance of high standards and expectations, within a realistic and contemporary frame of reference, can and should be communicated to parents and Board members, and that, through such efforts, they may learn to hold higher, more sophisticated, and more appropriate expectations for programming. In Appendix C, the handout entitled, "Dear School People: What Are You Doing for Our Bright Child?" may help you to share with parents and Board members appropriate questions that will lead to up-to-date expectations.

Section Three: "Starting Up:" Preliminary Steps.

As a result of studying and applying the material in this section you should be able to:

1. Describe and explain procedures for planning and conducting an effective planning meeting.
2. Explain the important first steps in setting priorities for a planning committee.
3. Describe the various kinds of data your committee will (and won't!) need in order to plan effectively.

Planning Effective Meetings

Even before you begin to gather data, it is important to take some time to establish guidelines that the committee will use to insure that meetings are run smoothly and result in a high level of productivity. We feel certain that everyone reading this has sat through at least one unproductive meeting which left them feeling frustrated, angry and unenthusiastic about the topic being discussed. We hope that you will be able to avoid that in your meetings by laying down a few ground rules and working towards a certain level of effectiveness brought about by group building and desires for a common goal. Below are a few guidelines that we think will help you establish a comfortable and productive atmosphere.

State Your Goals at the Very Beginning

At your very first meeting you should lay out some initial goals and if possible a rough timeline. An appropriate statement to make might be:

"We have been charged with exploring gifted programming. Our initial goals should be to establish a working definition and philosophy based on our district's unique qualities, followed by a gathering of data about options that fit in with our definition and philosophy."

Make sure that you also lay out for the group the timeline as you understand it; for example:

"The board would like an interim report in three months and I'd like to have a definition and philosophy—at least in rough draft—to show them."

After laying out the purposes of the group, it is time to focus on the group itself. The group has a mission, but as yet they have no experience in working with each other, nor do they (in all likelihood) have a good feeling about how to get from goal to glory!

We call this aspect of planning "group building" and it is a critical step in creating effective planning meetings. Without this step, your group may bog down in personality conflicts, political wrangling or "grandstanding" on the part of people who need lots of airtime.

Planning for an Effective Group

There are a number of factors that will help you to establish an effective climate or setting for a productive planning committee; these include:

Getting Acquainted. The first step in group building is to make sure everyone is introduced to each other. It is not enough to know each other's names. In larger districts with several buildings there may very well be people who know each other only as a face. An activity that we have seen used that is very successful to introduce people to each other who already know each other's names is to have them write three statements about themselves on a card. Two of the statements must be true and one must be a lie. As each individual reads his/her card, others must guess which one is the lie. This exercise serves the purpose of breaking the ice, letting people get to know each other and setting a positive tone for future interaction.

Understanding each other better can also be an important part of getting acquainted and establishing a productive context for the committee. If possible, it will be helpful for the group to engage in some self-assessment of the members' preferred learning and working styles. Taking and discussing together such instruments such as the *Myers-Briggs Type Indicator*, the Hanson-Silver-Strong *Learning Preference Inventory*, or the Kirton *Adaptor-Innovator Inventory*, for example, can help members of the group to understand better their own preferences and needs as well as the way other group members may differ. Although some instruments require trained personnel to administer, score, and interpret, you may have access to qualified people in your area. Even if not, there are many more informal inventories or self-description checklists which might be useful to give the group a basis to use for examining and discussing their preferences.

Group Behavior Guidelines. The second step is to establish some general guidelines for the group's behavior. The group would be well-advised, for example, to adopt a principle called "Affirmative Judgment" (Isaksen & Treffinger, 1985). In an all-too-typical group situation, new ideas are often greeted with criticism or ridicule: "That won't work because...," or "We've already [or never] tried that before...," or any of a number of familiar "Idea-Killers." The goal of Affirmative Judgment is to treat new ideas with more sensitivity, to give them a better opportunity to be examined and studied. Instead of saying, "Yes, **but**...," we learn to say, "Yes, **and**...." Instead of killing an idea or suggestion by finding all its faults and weaknesses, try inquiring, in an orderly way, about its "Plusses, Minuses, and Interesting Potentials." Express concerns by asking, "How might we...?" rather than by saying, "We can't because...." Affirmative Judgment insures that people will feel comfortable sharing their ideas even when those ideas are not set in stone. In fact, one thing Affirmative Judgment often does is to *prevent* the quick and rigid fixation on a particular idea or strategy that often occurs when people make decisions without an open mind. Affirmative Judgment helps to set a positive atmosphere, a constructive "mindset," in which people can explore ideas for the mutual benefit of all.

Expertise. Another very important issue is the issue of expertise. Be very candid with your group about the need for views or positions that are informed and constructive. If there are people on the staff, or in your area, who have experience and training in Gifted Education, use them as resources, and invite their input. But do not feel that you must accept anyone's advice as a "mandate." Be especially wary of would-be expert advisors whose main goal is to "sell" you (figuratively, or even on occasion, literally) a particular package or program; don't be badgered, and reserve the right to read, study, and analyze alternatives critically.

The topic of expertise also raises the question of the role of outside consultants. Consultants can be very helpful in the planning process, but it is important to think carefully about what (and what not) to expect. Some "tips" include:

- •Avoid the "GURU-OF-THE-MONTH Club" approach. Know why you need consulting support, and set specific plans and objectives.
- •Don't be hesitant to ask questions before you contract with a Consultant.
- •Ask for, and check, credentials and references.

Consultants Can:
- •Help set tasks and objectives
- •Identify relevant resources
- •Inspire, Motivate (and Be a Sounding Board and Listening Post)
- •Identify sites to visit and questions to ask
- •Help guide you through the research and theory maze
- •Help outline several options and their possible consequences as well as their "interlock" with other decision areas
- •Share experiences
- •Facilitate problem solving efforts impartially
- •Assist in data collection

Consultants Can't:
- •Plan your Program for you
- •Give you a ready-made package for success
- •Do your program for you (they go home!)
- •Resolve hidden agendas which may exist (contract disputes, etc.)
- •"Sell" the program for you
- •Know your school better than you do

Informed, Progressive Outlook. Insist that the group address itself at all times to issues and concerns that will advance your efforts towards your major goals. Avoid the pressure for premature closure, making certain that many constructive ideas and questions can be heard. Help people within the group to avoid "locking in" on slogans or overly-emotional appeals. Find a nice way to let people know that blanket statements of what "must" or "must not" occur seldom move the group forward, and are thus unacceptable. Encourage an atmosphere of mutual discovery and exploration. Some sentence starters which encourage an open attitude include:

"I wonder how we might...?,"
"In What ways might we?...,"
"Wouldn't it be interesting if?...,"
"See what other ideas you can add to this one....,"
or, "Let's play around with the idea of....."

Use and encourage all groups members also to use statements such as "That's really interesting, and...," or "Could you say more about that idea? It sounds intriguing." If people understand that planning is a process of mutual exploration, with the constant goal of setting the best possible course of action for our students and our schools, then such dialogue will follow easily.

Finally, make sure that everyone understands that this is a working group that will succeed only if everyone cooperates and does their part. It would be better to have fewer people working hard than to have meetings come to a screeching halt because the person who had been given the essential charge was "too busy" to get around to doing what (s)he had said would get done.

Running an Effective Meeting

Despite the friendliest, most cooperative group, much time can be wasted if meetings are not run efficiently. In the bibliography in Appendix B, you will find some references to books that deal comprehensively with running effective meetings. We will offer only a few guidelines here as reminders.

Be A Good Time-Keeper. First, we strongly recommend that you begin and end meetings on time. Don't set up open-ended planning meetings. There is an old wag who once observed that jobs expand to take up the time and space given to them. Let people know when you will begin and end and stick to those times. Your members will appreciate it and you will get better, more focussed work from them, because they will understand their limited time to work together.

Allow for "Debriefing." Second, we recommend that you leave about 10-15 minutes at the end of each of the first few meetings to "debrief" the session. This can take the form of a simple assessment and sharing of the positive aspects, concerns (in the form, "How might we..."), and most interesting potentials from the meeting, as perceived by the participants. In this way, concerns can be dealt with and people can be appropriately praised for the work they have done.

Set Specific Goals. Third, we recommend that you state your goals for the meeting at the beginning of each meeting. Make clear statements of what is to be accomplished and by whom. Examples of good and poor goal statements follow.

> **A poor example:**
> "Today we are going to work on the definition and hear some summaries of readings. After those people are done, we'll discuss the readings and then talk about how we're doing as a group."
>
> **A much better example:**
> "Today, three people will report on the reading they have done. We'll give them 5-10 minutes each. After that, we will be breaking down into groups and looking for the commonalities from each reading's definitions of giftedness. Finally we will take about ten minutes before our agreed upon adjournment time of 4:30 PM, to discuss how today's meeting went."

The second group leader has a much better chance of getting people involved in the business of the meeting and working together effectively.

Model Appropriate Behaviors. Fourth, we suggest that you act as good role models for your committee. Model affirmative judgment. Praise the efforts of others. Keep the meetings focussed. If necessary, ask the group, "What did we say our goals were for today? I'm a little concerned about the time...[or whatever]." Try to draw out people who don't contribute much and gently help those who take up too much airtime to streamline their speeches. One favorite phrase of ours is, "Ralph [or Susan, or whoever] I'm having trouble digesting all this. Could you headline it for us in just a sentence or two, to highlight the main points of your comment?"

Keep Written Records. Don't assume that everyone will remember the decisions that were made, or that, if they think they do remember, all the recollections will agree. The best way to avoid disputes and endless re-doing of tasks is to keep careful minutes of your meetings. In those, highlight actions that have been designated, the people to whom they are designated, and the time for completing and reporting those assignments.

Build Ownership and Participation Among Members. Don't overlook the importance of providing time for committee members' interests, questions, and concerns on the agenda. A "Cooperative Agenda Meeting" can be a very useful method to insure such time and to draw group members more actively into participation. Procedures and a sample agenda sheet for a Cooperative Agenda Meeting are provided in Appendix E.

Kinds and Sources of Data

In any careful planning, a balance must be struck between gathering *so much* data, on the one hand, that the committee is overwhelmed and, on the other hand, the need to gather *enough* data to be able to make good decisions. In this section we will describe four major categories of data (which were outlined in general terms in the preceding section), as well as a sampling of the kinds of questions that your committee may want to ask about these areas. These categories are:

DATA ABOUT THE DISTRICT AND THE BUILDING LEVELS

This includes factors such as: identifying the interested parties in the District, the programs or modifications already in existence, understanding staff attitudes and needs.

DATA ABOUT PROGRAMMING MODELS

This includes factors such as: various models available, the people available who have experience with these models, the schools that use these models and the ways in which the various models do or do not fit with philosophies already in place in the District.

DATA ABOUT RESOURCES AND AVAILABLE FUNDING

This includes factors such as: grant monies available, materials and human resources available, and information about the District's commitment to allocate resources to the program.

DATA ABOUT INSERVICE AND STAFF DEVELOPMENT

This includes such factors as: available training resources, information about who will be inserviced, schedules, format for programs, and follow-up plans.

These four categories encompass a wide variety of possible data sources and needed information. If we cross these categories with the news reporter's familiar "who, what, when, where and how," we can create a matrix. This matrix can help you determine which questions to ask and also guide you in setting priorities, by determining which issues need to be addressed first. A sample of such a matrix is presented in the figure on the following page. The questions in the sample matrix are intended to be **illustrative**, not prescriptive, and are certainly not comprehensive.

We recommend that you examine this matrix carefully, noting your ideas for questions that should be asked, based on the unique needs of your district. We also recommend that if some of the questions have answers that leap out at you, record those answers as data already available for your planning.

Three major tasks of your initial planning meetings (after your initial group building and discussion of procedures for effective meetings) can be described as: **seek, sort,** and **share**. A significant part of your early times may be spent in determining who will go out and get what information and when and how it can be shared with the full committee.

Type of Data	Who	What	When	Where	How
District and School Data	1. Who are the people in our District interested in programming? 2. Who in our District has training in G/T? 3. Who will be the "allies" and who will be the "challenges?" 4. What parents might be willing to contribute? 5. Who else in the District will be important to contact or involve?	1. What already exists in our District? 2. What are teachers already doing/feeling? 3. What resources do we already have? 4. What do we need? (immediately? soon? in the future?) 5. What have we tried? 6. What are the major interests among school staff and administrators?	1. When should planning begin? 2. When will programming efforts begin? 3. When should meetings be held? 4. When will we report the results of our planning efforts? 5. When to conduct In-Service and community awareness?	1. Where should we start? (Schools? Grade Levels? Tasks?) 2. Where are examples of excellent programming? 3. Where can we learn more? 4. Where can we find observers or others to help document our efforts?	1. How should we divide or share the planning tasks? 2. How will priorities be established? 3. How might we build motivation and support among staff and community members? 4. How might the plan be phased in gradually?
Programming Models Data	1. Who has expertise in various programming models? 2. Who might be willing to research and make presentations about various models? 3. Who else in our area uses various models in their District? 4. Who has interest in advanced study in G/T?	1. What are the models? 2. What aspects of any model might be most or least useful to us? 3. What can we do to assess various models? 4. What books/materials do we have or need? 5. What do the models actually look like in practice? 6. What "track records" do models have?	1. When were various models developed? 2. When have research or evaluation data been reported? 3. When is the best time to introduce or review new models? 4. When have models been updated?	1. Where are other Districts in which models have been used? 2. Where is support and advanced training available for our staff? 3. Where was the model tested and evaluated? 4. Where was the model not successful?	1. How might we learn as much as possible about the models? 2. How might we compare various models? 3. How might models be adapted to our needs? 4. How might several models be synthesized?
Resources and Funding Data	1. Who can provide or help us find resources? •community groups? •businesses? •governmental (local, state, federal) aid? 2. Who is experienced, skilled, willing to help in fund-raising? 3. Who makes Budget decisions? 4. Who might help us write grant proposals?	1. What resources do we need... (staffing? materials? conferences? in-service? transportation?) 2. What existing resources can be used? 3. What contributions might be obtained? 4. What needs are most pressing or immediate? 5. What changes must we expect over time?	1. When are various resources needed? 2. When must we apply for support? 3. When must a budget be proposed? 4. When are funding decisions made? 5. When can funds be available and used?	1. Where can we look for help with funding? 2. Where can we get help in preparing grant proposals? 3. Where can proposals be sent? 4. Where can we get free or inexpensive help or resources? 5. Where might we use trading services or "bartering" for support?	1. How might we gain community support? 2. How can funding priorities be set? 3. How can limited resources be overcome creatively? 4. How might we use volunteers? 5. How might more people become involved in support?
In-Service and Staff Data	1. Who will benefit from In-Service? 2. Who is seeking In-Service? 3. Who can provide In-Service for us? 4. Who has heard various presenters? 5. Who in our area might share their experiences and expertise with us?	1. What options might be considered? (needs assessment? mini-grants? team projects?) 2. What are the goals? 3. What increases the effectiveness or impact of In-Service? 4. What present In-Service programs can be related? 5. What new approach should be considered?	1. When should In-Service work begin? 2. When is the best time for In-Service? 3. When can staff be involved in planning? 4. When can staff members observe other teachers or programs? 5. When are training programs or conferences held?	1. Where might In-Service programs best be held? •schools? •hotels? •"retreats"? •College campus? •Conference Center? •Other schools? •Community facilities? •Camps or lodges?	1. How might staff support be increased? 2. How might new forms of In-Service be tried? 3. How might "rewards" be provided for new projects and ideas? 4. How might cooperative programming efforts best be managed?

In this section, we have dealt with three major concerns that must be addressed early in the planning process:

- How can your planning meetings be made as effective as possible?
- How can you set appropriate priorities for your planning efforts?
- What kinds of data should be gathered as you begin your planning?

In the next section, we will consider in greater detail the nature and importance of the planning process, and describe specific implications of effective planning for gifted education.

Section Four: The Planning Process

After studying and applying the material in this Section, you should be able to:

1. Describe nine benefits of effective planning;
2. Define the recommended structure or composition for a District Planning Committee, and explain their roles;
3. Describe nine important general steps in planning;
4. Describe and develop four products which result from effective planning.

In this Section, we will examine the purposes and processes of effective planning, to assist schools in establishing a basic framework for productive planning for gifted programming.

Why Plan?

Let's begin with an "obvious truth," of which, unfortunately, we all need regular reminders: successful programming of any kind requires time, energy, and effort; it does not come about by chance, accident, or magic. Though it might seem foolish to some or obvious to others, then, we believe it is important to begin by reviewing:

- Why planning is essential to success
- How to plan
- The goals or outcomes to be expected as a result of good planning.

Someone, unknown to us but admirably wise, once wrote:
"A project well-planned is more than half completed!"

Good planning is beneficial for almost any project: a new business, an ice cream social conducted by a civic or church group, a student's independent study project... or a school's approach to gifted programming. The benefits are numerous; careful planning helps us to:

•Determine goals and objectives for programming.

We need to know, as Mager (1962) pointed out, where we're going, so we won't wind up somewhere else. While many people may initially agree that gifted programming is important or desirable for a school, an effective planning process will challenge them to look beyond superficial statements as they seek clarification and consensus regarding specific goals and objectives.

•Focus on Priorities.

It will be important to keep our attention and effort focussed on the directions and tasks that represent our true priorities, rather than supporting the drain of energies that results when committee members drift aimlessly from one task to another. Lack of focus on priorities causes unnecessary dissent in a group, inhibits progress, and results in loss of interest and non-participation by those involved in creating programs or conducting projects.

•Facilitate diffusion or sharing of responsibility.

Through a well-designed and implemented planning process, responsibility for the outcomes and results are spread among many colleagues, rather than merely assigning responsibility to individuals for success or failure.

•Promote effective communication.

The planning process involves seeking input, ideas, questions, and concerns from a variety of sources. It creates opportunities for two way communication, offering "checks and balances" for better decisions and "grassroots support" and reducing the likelihood of overlooking important issues or concerns that are essential to success.

•Build ownership.

In all new programming efforts, commitment and support tends to be much greater when people have participated in creating the program, rather than having it handed to or imposed upon them from higher sources of authority. Individuals will make greater investment of their time and energy to programs which they have helped to create and justify, and there will be significantly stronger commitment to the success of the plan.

•Stimulate active participation.

Many individuals bring unique talents, perspectives, and skills to the creation of effective programming; without a systematic planning process, many of these may go unrecognized and untapped.

•Establish a foundation for subsequent decisions.

Just as in our country's history, we have had to turn repeatedly to our Constitution for guidance in judicial decisions and for vital "checks and balances" in monitoring executive and legislative actions and their consequences, a carefully-crafted planning document can provide a valuable reference point for future decisions.

•Avoid premature closure.

Effective planning encourages careful examination of many approaches or models, employing criteria for determining their implications and suitability in relation to your school's unique character and needs, rather than jumping to adopt a particular model or viewpoint on the basis of recent exposure, emotional appeal, power bargaining among key individuals, or expedience.

•Reduce dependency on unilateral or charismatic leadership.

Planning helps to insure that the success of programming will not be determined merely by the energy, enthusiasm, or credibility of a single individual who single-handedly takes charge of decisions and implementation. Programs which result from a single charismatic leader's actions may find life and support only as long as that person's "stock" remains high,— or until she or he becomes interested in something else, or departs entirely from the school. Effective planning leads to services that "outlive" the tenure and actions of the individuals who first proposed them.

Who should be involved in planning?

Although the makeup of the planning committee may vary from one school (district, or SAU) to another, there are some "common threads" that run through the majority of successful planning committees.

Two fundamental guidelines for selecting participants for a planning committee are:

1. Seek breadth of participation. Your planning committee should represent a cross-section of the staff hierarchy from your unit.

2. Insure that each area which will have responsibility for implementation of the decisions is represented.

More specifically, those who should ordinarily be represented on a planning committee include:

- •District or SAU Administration
- •Building Administration
- •Teachers at each unit involved (e.g., elementary, middle, senior high)
- •Counselors
- •Library or Media Specialist
- •School Psychologist
- •Gifted Education specialist or Coordinator
- •Curriculum Specialist(s)

School Board Participation.

The participation of School Board members in the planning committee is a matter on which there are differences of opinion. Since we know of no research that has addressed this question specifically, we consider it entirely a *local option*. In some Districts, Board members seek involvement in planning committees, and participate actively. The benefits of Board participation can include: better consideration of resource and policy issues, improved communication between Board and staff, greater mutual understanding of needs and concerns, and the opportunity for the Board member to bring more complete and accurate information to the Board during its planning and decision-making. In other Districts, the Board may consider program planning as primarily the responsibility of the instructional and administrative staff, and so be less interested in active participation in such a committee.

Community and Parent Participation.

Although many of the issues to be addressed by the planning committee are professional in nature, and the general community would not be expected to have the technical background or expertise necessary to make such decisions, it is advisable for the planning committee to include parent and community participation. An informed community is more likely to be committed to support new programming. In addition, we must recognize that the quality, effectiveness, and impact of school programs on students is an area of concern as great to parents as to school professionals, for the

lives and futures of their children are involved. Finally, the committee can often benefit from the professional and technical expertise in other, related fields (e.g., financial or budgeting skills, knowledge of community history and resources, technology, etc.) which can be brought to the committee by community members. Parent representatives should be helped to think of their role on the committee in relation to *overall district program planning*, not merely advocacy for the immediate perceived needs of their own children.

Student Participation.

While it is not the usual or typical strategy in planning school programs by any means, it is not unheard of for students to be included in at least some aspects of the planning process. Students may be able to provide unique perspectives regarding their school experiences, interests, and needs—and educators may gain valuable insights from their participation. The merit and appropriateness of student participation is a matter for the best judgment of each school District, of course.

Size of the Committee.

The committee should be either small enough to be manageable or large enough to develop effective, working sub-committees. There is no "magic number," but 8-12 is probably a reasonable range for the maximum size for effective communication and reasonable scheduling. Decisions about size may also be influenced, of course, by history (the District's usual and traditional policies and practices) and the specific context (e.g., number of schools or communities represented).

If the committee is too small, there is a higher degree of risk that it will not effectively represent the interests and concerns of the District. There will also be likely to be too much work for everyone, so that individuals may easily become "bogged down," discouraged, or unproductive. Finally, the committee may be too easily perceived by others as an "in-group" that serves only the needs and special interests of its own members. On the other hand, if the committee becomes too large, effective communication may become very difficult, both during meetings and for follow-through between meetings. Also, it will be difficult to schedule meetings, because of the conflicting schedules and time pressures on individual members. It is also likely to be difficult to make decisions or reach consensus on difficult issues, and splinter groups or factions may develop easily.

Philosophy and Values of the Committee Members.

The members of the committee should be able to have their own copy of these guidelines, and it should be expected that all committee members will have read and studied the guidelines in preparation for their work together. All committee members should have an opportunity to share their general attitudes, values, and commitments as educators; the committee will be strengthened by an explicit commitment to making deliberate efforts to improve the quality of learning and instruction for students. The basic question, "Will this benefit students?" should not be overlooked nor be permitted to drop out of the committee's sight; it should be a clear and unequivocal statement of the vision that drives the planning process.

There are three key questions, which should remain constantly prominent in our gifted programming efforts, these are:

•Will this benefit students?

•Will it enhance our ability to "stretch" their talents and interests?

•Will it challenge students, and help us to bring out the best they can be and do?

Human Factors.

Efforts must also be made to insure that the committee:

(a) includes productive members. It is likely to help to know something about the personalities and "track record" of individuals being considered for the committee. Who will really produce? Who will not lose interest quickly and drop by the wayside? Who within the District has a foundation of knowledge and skills to offer special expertise to the committee? Who will not use the committee to grind the same old axes? Strive to include on the committee those people who will make "good faith" efforts to contribute and work together, even though there may be honest disagreements or varying points of view among them, and who will be willing to put the success of the group ahead of their personal goals and agendas.

(b) includes people who have credibility or the respect of their peers. In order to promote ownership and acceptance of the group's efforts, it is important that the committee members are individuals who have earned the professional regard of their colleagues.

(c) has clout. The committee must either (1.) [preferably] include people who have authority or responsibility for follow-up and decision-making, or (2.) have a charge in which it is clear that their efforts will lead to action, rather than just being set aside or tabled at higher levels.

(d.) devotes time and effort that will be be needed for group process and team building. There is no "perfect group," but people can learn to work together in productive and supportive ways. The committee should allow time to examine and understand the learning and thinking styles of individual members, and to establish guidelines and procedures for effective group management and decision-making.

Overview of the Recommended Planning Approach:
Balancing Continuity and Coordination with Autonomy

In planning for gifted programming, it is always a complex challenge to create and maintain the proper "balance" between centralized, district-wide decision-making and autonomous decision-making by individual schools.

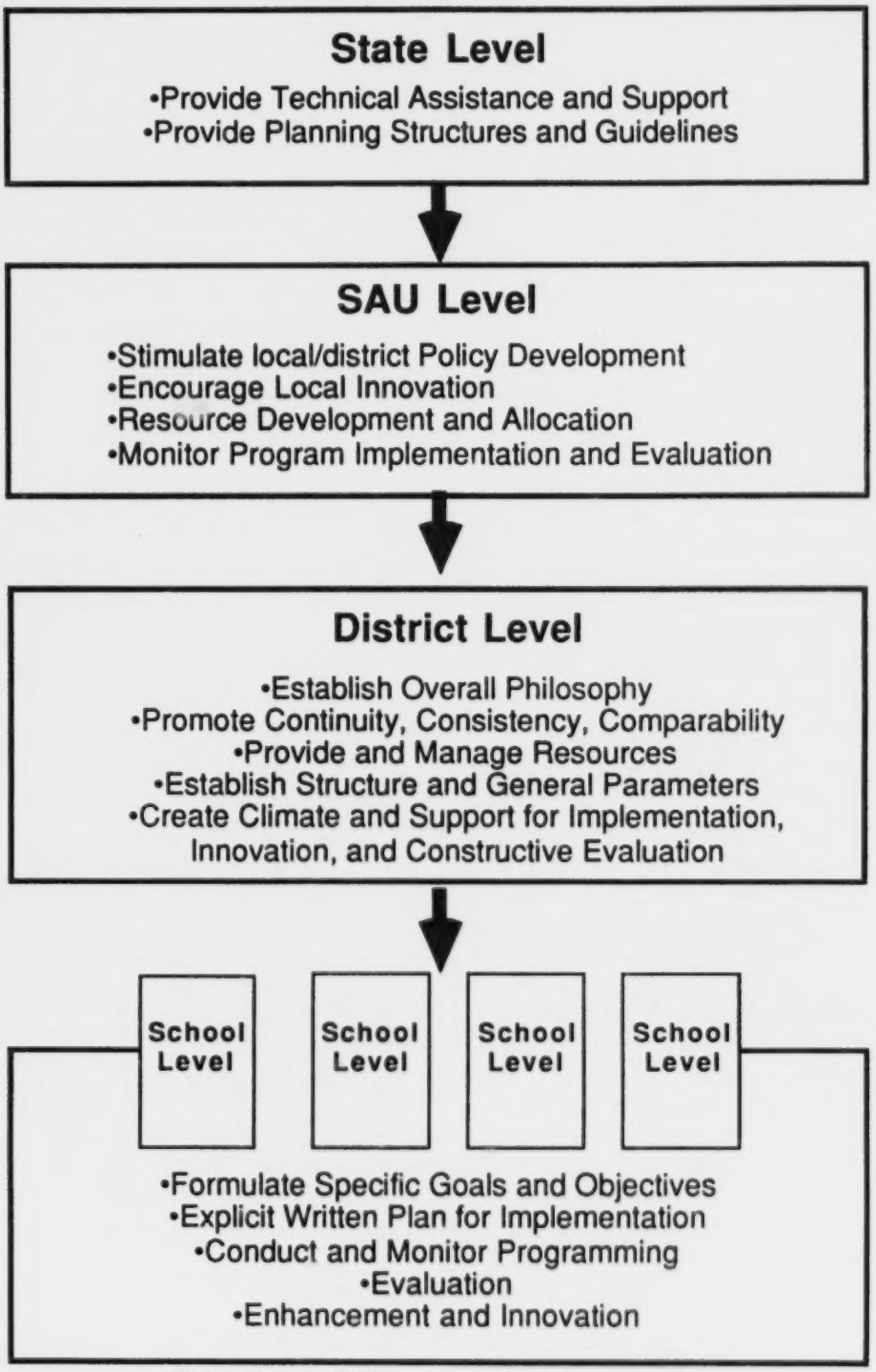
On the one hand, there are a number of valid and important concerns that can probably best be considered district level matters. These lead to consistency among units of the District, continuity over time, coherence of overall philosophy and outlook, and fairness in resource allocation, management, and evaluation. There would probably be general agreement that the school District must accept the responsibility of setting general parameters for program design, development, and implementation, and for monitoring individual schools' efforts systematically.

On the other hand, there are also significant dimensions of program planning that may well be unique to each school, and thus, for which the planning may be best delegated to the individual building level. It is probably important, for example, to make the individual school or building the focal point for decisions in areas which involve:

- The specific culture, history, traditions, celebrations, and commitments of the school;
- Variability in administrative styles;
- Diversity of interests and talents among staff members;
- Specific demographic factors (parent and community make-up, geographic setting);
- Availability or proximity of specialized resources;
- Nature of school organization and structure, with emphasis on day-to-day instructional transactions between teachers and students.

The fundamental challenge, therefore, is to balance a centralized need for continuity and coordination with the individual school's need for autonomy and the opportunity to reflect its specific priorities and personality; this has been one of the issues at the heart of our concern in developing these guidelines.

The model proposed in these guidelines involves two levels of planning for effective programming. At the "macro" (large scale) level, the District should develop an overall plan or structure to guide each of its individual schools, and to promote comparability and continuity among individual school programs. At the "micro" (small scale) level, there are also specific considerations for individual schools, representing the individual character of each school. The Figure on the following page, illustrates the major roles and responsibilities of the State Education Department's Office of Gifted Education, the District or SAU, and the local school.



Major Responsibilities for Gifted Programming

Overview of Planning Tasks

There are nine major "tasks" which provide the foundation for the approach to planning recommended in these Guidelines. Detailed discussions of these, and resources for addressing them effectively, will be provided in subsequent sections of this handbook. Our present purpose is to provide you with an overview or "advance organizer" for the planning process.

In planning for effective gifted programming, then, the nine major tasks are:

1. Begin with District level planning.

Planning at the District level provides a general "umbrella" or an overall set of parameters which will guide and support subsequent efforts at the building level. It establishes a framework within which each building can work. Through District-level planning, key issues regarding support and resources will be clarified. Every fledgling program needs an Informed Advocate. This person must be someone with authority whose commitment and support helps the program survive. District level planning is also important because it helps to insure continuity among buildings at the policy level.

2. Create a specific, written "Master Plan."

The major responsibility of the initial District planning committee is to develop a specific, comprehensive written "Master Plan" for gifted programming within the District. This "Master Plan" should include: philosophy statement, definitions, goals and objectives, general implementation guidelines for buildings, a time line, resource considerations (staffing, materials, budget) based on input from buildings, professional development recommendations, and evaluation plans. You will probably find that the Master Plan will require approximately 6-12 months of concentrated effort.

3. Identify initial tasks to be completed by each school.

It is often effective to begin with three tasks which can be used to build ownership, stimulate thinking, and establish some groundwork for more formal planning. These tasks are:

- Informal brainstorming among the staff, to consider existing services ("Programming Positives"). This initial step helps staff members to realize that constructive services are already being provided, so that the task of planning for gifted programming is one of expanding and developing existing commitments, not something new or "foreign" to educators.
- Brainstorming a separate "Wish List" (Asking, "How might we... increase/expand what we do to 'stretch' our students or bring out their best learning potentials, talents, sustained interests?").
- Sorting the "Wish List" into two categories: those goals which can readily be accomplished, now that they have been identified, and those goals which will require more extensive planning and problem solving to attain. This can serve as a practical starting point for developing the building's Plan of Action (see Step 4).

4. Charge each school with the responsibility of developing its own "Plan of Action."

The tasks in step 3 (above) can be initiated simultaneously with on-going planning at the District or SAU Level, and will certainly contribute to the discussions and work that take place at that level.

Once the District Plan has been established, however, the schools need to undertake more specific and detailed planning, which will elaborate and extend their initial efforts. The school's **Plan of Action** should consider all components called for by the District's Master Plan, but also take into account the unique character, culture, resources, and goals of the building. As for the District Committee, many process skills are important (Team Building, Communication, Group Process, Problem Solving, Decision-Making).

Working within general parameters of the District Master Plan, each school (building) should be charged with creating its own Plan of Action. Drawing from the initial, informal brainstorming sessions, this Plan addresses the questions: "What are we already doing to challenge our students, and to recognize and nurture their strengths, talents, and sustained interests? What should we be doing? What needs to changed, expanded, or added, to help us do the best job possible in this area?"

The Plan of Action should be developed by the staff, or a Planning Committee of the staff, including members of the District Planning Committee. The Plan should consider their school's staff (talents, interests, resources), and the instructional program's strengths, activities, and resources (Existing? Redistributed? New?). The important components for schools to include in their Plan will be discussed in greater detail in Section VI; in summary, however, they are:

- Rationale, model(s), benefits of the proposed programming approach.
- Establish "fit" between District Philosophy, Definition, and Goals and the School's Plan.
- Definitions of key terms in the Plan.
- What unique elements of the school's "culture," mission, or values have been considered in designing the plan? How are they reflected in proposed actions or responses?
- How will students' characteristics and needs be assessed? (Ways to search deliberately for students' strengths, talents, and sustained interests).
- How does the regular school program insure challenge, recognize diversity, and offer opportunities for student productivity?
- How will regular school programs be extended, enhanced, or expanded?
- Who will be involved in programming, and in what ways?
- What other people and resources will be involved? (Role of administrator, classroom teachers, catalyst teacher, other staff, outside resources).
- What professional development efforts will be undertaken to support the plan?
- What resource and budget implications are involved?
- What is the school's time line for implementation?
- How does the Plan relate to other projects or programs for school improvement or enhanced effectiveness?
- What aspects of the plan are unique or innovative?
- What is the proposed evaluation plan?

5. Include Gifted Programming Within Existing Staff Development Efforts.

As with any new or expanding programming area, professional development will be an important component that contributes to success. This can include:

•Initial Awareness
Led by members of initial Planning Committee; don't blow lots of money on expensive consultants giving "Dog and Pony Show" presentations!

Purposes: share ideas, concerns, input from and for the Planning Committee(s); motivate interested people to come forward; increase staff ownership and support.

•More formal Needs Assessment
Specific assessment of the school program's strengths and gaps, assessment of the school's culture/climate, analysis of resources (staff? school? district? community?)

•On-Going Professional Development
There should be a commitment of time and resources for on-going staff development projects (by individuals, small groups, or teams), differentiating by interests, background, or levels of expertise. Consider developing and using a suggestion system, for example, in which individuals or groups are recognized and rewarded for new ideas, or a "mini-grant" program to support faculty-planned professional development projects, or support for Innovation Teams within the school or district.

6. Establish and create a working structure for School Committees.

Each school's Committee should address a number of topics, which will be considered in detail in Section VI. (Some of these may require in-service and new learning for teachers and administrators, of course; complete explanations of each of these areas is beyond the scope of a general programming guidelines handbook.) In summary, the important topics include:

- How to maximize our Programming Positives
- How to set priorities for the items in our Wish List
  Categorize: Easy? More Difficult? Soon? Take Longer?
  The greater the magnitude or impact of the changes needed, the more time and effort will be required for change
- How to tackle the tasks which arise—Team? Champions? "Skunk Works?" (A term used by Peters and Waterman to describe teams with special assignments for innovative projects or ventures on an experimental basis)
- Report/share District Level planning steps & results
- Study Specific Student Needs/Profiles (cooperatively, developmentally, by referral)
- Committees or Sub-Committees on various programming possibilities (e.g., school-wide or grade-level, or interest-centered enrichment activities)
- Learn to be Problem Solvers together!

7. Phase in programming "action" at different levels of service.

Action at the individual school level should be initiated *gradually*, and may well begin with consideration of several important directions that involve many (or all!) students and staff. Specific efforts that can involve all students and staff might include, for example, cross-age or multidisciplinary curriculum development projects, learning styles assessment and individualized planning based on students' learning styles, thinking skills programs, and community resource programs.

8. Relate Gifted Education efforts to other school programs and projects.

Gifted programming, considered in a contemporary way, is not an isolated or "stand alone" concern. It can and should be related to many other important planning efforts within the school. These include the N.H. School Improvement Project, the N.H. Special Education Program

Improvement Partnership, the N. H. Comprehensive Guidance and Counseling Project, Long Range Planning Projects, and School Volunteer Projects. *Suggestion:* Go on an "Advance" together (we don't talk about "Retreats!") for staff to set a "vision" together and develop a comprehensive school improvement plan for the next three to five years.

9. Plan for on-going program evaluation, continuous reexamination of policies and procedures.

In a very important way, the programming effort in your school should have "a life of its own." That is, those programming efforts should not depend on the presence, charisma, and involvement of the people who first did the planning. One strong reason for an explicit, written plan for gifted education is to make programming more established and stable, less dependent on individual people, and to help to develop a broad base of ownership and support. Effective programming also changes over time. If you think your program will be the same after five years as it is when you begin it, our best prediction is that it will never see that fifth "birthday." Never rest on your laurels— an effective staff is always looking for ways to improve. ("Don't look over your shoulder; they might be gaining on you."—Satchel Page) Thus, your planning efforts should be concerned **both** with creating a structure that is stable **and** with anticipating the on-going need for reexamination and modifications as programming develops. Another "Simple Fact" which may seem obvious (beware the word obvious!), but which is regularly disregarded: Somebody has to **do** what needs to be done, or it may not happen. It is important that your plan exist in action, not just on paper. You will need to recognize that this "obvious" statement will have very specific implications regarding the allocation and use of staff resources and professional time.

In order to accomplish the necessary balance between stability and change in a program, your plan should include specific provision for evaluation data to be gathered, analyzed, and used in the decision-making process. It is important to consider, from the initial planning stages, the kinds of evaluation data that will be helpful and necessary, and the ways in which those data will be obtained, reviewed, and their results applied. Specific suggestions for evaluation will be provided in Section VII of this Handbook.

Monitoring Your Progress in Planning.

To assist you in monitoring your progress as you undertake these nine major steps, a checklist has been provided on the following page. Use this checklist to record the dates and decisions made by your District Planning Committee in relation to each of the nine major areas identified in this Section. (A more detailed example of planning tasks will be found in Appendix A.)

It may be valuable for all members of the District Committee to have copies of this checklist as it progresses, so they can also participate in monitoring the decision-making process and have a realistic perspective on the committee's progress through the planning process.

Checklist of Planning Tasks for Gifted Programming

Task	Who Does?	Date Begun	Identify Action(s) Taken and Dates
1			
2			
3			
4			
5			
6			
7			
8			
9			

Other Important Considerations in Effective Planning

Several other factors which we believe, on the basis of the best theory, research, and practical evidence available, are essential to success in any program planning process:

Take Your Time!

Poorly planned programs won't thrive in the long run. It is important to allow ample time for program development. **The initial planning stages in a school or district will generally require at least six months, and, more likely, one year.** Creating written plans at the district and school levels are the beginning steps in accomplishing successful programming. Implementation, staff development and staff participation, community awareness and support, and modifications as the plans are translated into practice, involve more extended time and effort. In many important ways, as we have already noted, these are *on-going* concerns in all high-quality programs. Successful programming requires "care and feeding," which will certainly extend beyond the initial planning year, and may require three to five years beyond the initial planning.

Input by Schools at District Planning level

It is essential to thorough planning that all schools within a District or SAU should be represented in the District-wide planning process, since the results of that process will define the broad parameters within which planning at the school level will operate. The best way to insure that each school in the district is informed of policies and procedures, and involved in their development, is by their representation and active participation in the District level planning.

Developmental conception of Leadership

Proper planning requires effective leadership, to be sure. However, it is very important to recognize that contemporary approaches to leadership, such as the work of Blanchard and his associates, emphasize that it is both situational and developmental. That is, different kinds of leadership behavior or "styles" will be appropriate and necessary, depending upon:

- The nature of the task, and the group's knowledge and skills with respect to the tasks they are expected to complete.
- The willingness of the group to carry out the task.
- The amount of personal and interpersonal support required by group members.
- The group's commitment and enthusiasm for carrying out the tasks.

Effective leadership implies that the leadership behaviors or strategies must be selected on the basis of knowledge of these factors and their interrelationships. No single style or approach will be equally effective across all tasks, for all participants, or for the same participants as tasks vary throughout a project.

Understanding Decision-Making Dynamics and Techniques

Many planning groups flounder because they get "trapped" in endless rounds of discussion or argument, without ever being able to reach closure. The consequences are often very unpleasant for all concerned. Although such problems are sometimes described primarily as "personality clashes," "lack of leadership," or "group dynamics" problems, two other important factors should be considered:

- The **make-up of the group** (for example, do all group members recognize and respond constructively to the unique strengths, styles, and interests of each group member, rather than stereotyping individuals in critical ways?)

- The presence or absence of **specific decision-making tools or techniques** for planning or problem solving (for example, do group members know and follow appropriate guidelines for deferring judgment when generating ideas, do they know specific methods and techniques for comparing and evaluating several options prior to making a decision, or do they proceed arbitrarily or emotionally?) .

Planning at the District level should involve a group with a "broad-based structure," so the major educational "stakeholders" (e.g., teachers, parents, adminstrators, community members, etc.) in the District will be able to exchange ideas and suggestions, and so the resulting decisions will be the best that can be reached. Similarly, at the individual school level, the "stakeholders" should also be identified and represented in the local planning process. Champlin (1986) offers excellent suggestions regarding the process of decision-making in program development and innovation.

Consideration should also be given to decision-making techniques, so the group will have specific procedures to employ, and knowledge of how to employ them. Some groups press for "consensus," for example, without knowing whether or not it is an appropriate demand for the task at hand or without knowledge of specific consensus-building methods. Sometimes from a sense of "democratic action," but at other times in frustration because consensus has not been reached, groups arbitrarily resolve an issue by simple majority vote. While beneficial and appropriate for some settings and decisions, majority votes are not the only, nor necessarily the best, technique for reaching decisions. Other techniques can be used more productively in reaching certain decisions, such as a Paired Comparison Analysis, for ranking or prioritizing alternatives, or a Criterion Matrix for evaluating options using a variety of specific criteria (see for example, VanGundy, 1987 or Isaksen & Treffinger, 1985). An excellent resource for information on the purposes, methods, and difficulties of consensus decision-making is *Building United Judgment* (available from the Center for Conflict Resolution, in Madison, Wisconsin).

Promoting Innovation, Dealing With Change, and Supporting "Champions" of New Ideas

An effective planning committee often views itself as having a unique opportunity to introduce exciting new directions or dimensions into their school program. They should be aware of the complexities of creating and promoting new ideas in complex, bureaucratic organizations. In addition, they should understand the dynamics of the change process, studying and applying specific methods for bringing change about successfully. They should also be alert to the opportunity they have to recognize and support the "champions" (in the language of Peters and Waterman's book, *In Search of Excellence*) of new ideas for effective programming.

Problem Solving Outlook

There are certainly no "cookbooks" that will lead to "instant success" in creating a modern, comprehensive approach to gifted programming. The planning committee must therefore also be prepared to deal with a number of challenges for which no "easy answers or ready-made solutions" will be available—situations which will require that they define a broad goal, consider many different sources of data, develop a specific problem statement, generate and evaluate many alternatives, anticipate obstacles and resistance as well as sources of support, and create a "Plan of Action" of their own design. In short, they must be prepared to be Problem Solvers.

Knowledge Base

At any level, the effectiveness of the planning committee will be enhanced if its members are knowledgeable about contemporary theory, research, and practices in Gifted Education, either by virtue of prior training or study, or through deliberate efforts to read and study during the planning process. Good planning and decision-making does not result from the "pooling of ignorance."

Summarizing: The Need for a Specific, Written Plan

This Section has emphasized the importance of, and the outcomes of, the planning process. Your goals, decisions, and intended procedures should be presented in a specific, detailed, written plan. This will help to insure several things:

1. Everyone will know what decisions have been made. No one will truthfully be able to say, "I didn't know that decision had been made." Perhaps just as important: when (not "if") someone says, "I don't think we made any decision about that...," you will have a specific record of what was decided!
2. The program plan will exist beyond the initial energies and enthusiasm of its original proponents. Without written guidelines, programming may "exist" only in the minds of the original champions, or survive only as long as those champions are present and involved.
3. A written plan provides a basis for on-going study, review, and modification, without the need to "reinvent the wheel."

What written products should result from Planning?

From the planning process, and the planning committee's efforts, several different kinds of documents or written products may result:

1. **Comprehensive District Master Plan.** A complete and detailed District Master Plan, the content of which will be addressed in detail in Section V.

2. **Executive Summary.** It may also be helpful to prepare a concise summary of the District Master Plan's major features, and their implications for policy or fiscal purposes, for those who wish to acquaint themselves with the Plan's general content.

3. **"Marketing Plan."** A separate document, describing the District Committee's plans for presenting and reviewing the Master Plan with various important "constituencies" within the District: the Board, the administration, the staff, the community, and the students, may also be helpful to have.

4. **Time Line.** A concise summary, outlining the major stages in program development for approximately three to five years, can be used to establish a broad framework for program development, extending beyond the initial planning year.

5. **Building Level Action Plans.** For each building or school, there will also be a specific, written Action Plan, as provided by the Master Plan. The content and development of the Action Plan is discussed in Section VI of this Handbook.

These products will help to insure that programming will be implemented successfully throughout the school District's units.

Section Five: Developing the District Level Structure

After studying this Section, you should be able to:

1. Describe nine steps essential for beginning the District level planning effectively;
2. Explain nine factors which contribute to promoting excellence in school programs;
3. Describe each of the eleven principal components in a District Master Plan for Gifted Programming;
4. Describe four additional key steps in District level support for gifted programming.

In this Section, we will consider some of the important factors that should be taken into account in order to insure efficient and effective sessions with the planning committee. We will provide an overview, based both on research and on years of experience with planning committees, of a number of the "nuts and bolts" concerns that contribute to successful planning at the District level.

The "Umbrella" Concept

It may be helpful to think of the initial task of the planning committee as creating an "umbrella"—an district-wide structure or framework to provide guidance and structure for the efforts of individual buildings, linking them together in a coherent way, but providing them with latitude for individual planning and activities. The overall plan describes the commitments of the District as a whole, and clarifies the expectations for effective programming which exist for the School District.

Diversity Without Chaos

As proposed in Section IV, each school should be encouraged to develop and implement its own plan, for which it will have "ownership" of programming, within the general philosophy and principles embodied in the District's plan. It is reasonable to assume that, within any District, there may well be valid or justifiable differences among individual schools in the way they plan, design, conduct, and evaluate their programming. Thus, there should be provision for autonomy for each school, without sacrificing consistency of policy at the District level.

Has the "Ground Work" Been Completed?

Before we examine in detail the tasks of the District planning committee, it may be valuable to review the preliminary steps that should have already been taken. Use the checklist on the next page to verify that you are ready to begin working on the District planning committee.

The Importance of Preparation

You should insure that all members of the committee have done, or are willing to do, some background reading and study on effective gifted programming before you progress too far in your efforts. It would certainly also be helpful to look into courses, seminars, workshops, and conferences that are offered in your area.

Such preparation has at least two important functions. First, it enhances effective professional communication. Becoming informed about the field will help all committee members in their work, by establishing a set of defined words, or a vocabulary, for the common use of all committee members. This will minimize the problems that are caused when many people use terms in different ways, for example.

Second, carefully-selected background reading, assuming it has been read by the committee members, can help insure that your information about giftedness and gifted programming is current and supported by sound research. A sample bibliography of recent articles and books will be found in Appendix B.

District Planning Committee—"Start Up" Checklist

- ☐ 1. Have the School Board and central administration taken whatever steps may be necessary to authorize a planning committee and to support that committee's work?
- ☐ 2. Has the need for such a committee been established among administrators and staff?
- ☐ 3. Has a responsible, effective person accepted the responsibility for organizing and convening the District planning committee?
- ☐ 4. Has the size and structure for the committee been determined?
- ☐ 5. Has there been an opportunity for prospective committee members to identify themselves, and have specific committee members been determined?
- ☐ 6. Have you determined your general "starting point," so that an appropriate "charge" can be formulated and communicated to the committee to guide its efforts?
- ☐ 7. Has there been any preliminary gathering of data to provide initial input for the committee?
- ☐ 8. Have decisions been made, and appropriate resources or materials obtained, for the necessary group building and organizational tasks of the initial committee meeting?
- ☐ 9. Has an appropriate date, time, and place been established for an initial meeting?

Other possible benefits, particularly in relation to conference, course, or workshop attendance by the committee members, include creating a common "culture" within the committee— a shared set of experiences and background that can serve as a basis for review, discussion, and decisions, and establishing a basic "data base" commonly shared by all committee members.

Flexibility in Decision-Making

It is also important to insure that the committee recognizes that, as you proceed through each step in creating a District Master Plan, all decisions are tentative or "working" conclusions until the entire plan can be reviewed and tested for consistency. In the fray of planning, certain decisions may well seem appropriate, but later it will become evident that, in view of subsequent decisions, changes will need to be made.

Expectations for Excellence

The District Planning Committee should make an explicit commitment to setting goals and expectations for excellence, not only for the overall District Master Plan, but for each school's efforts as well. In order to realize its fullest potential for impact in public education, gifted programming must be approached in ways that are linked consistently with our growing knowledge of the factors which contribute to effectiveness and productivity in school programs in general. The particular importance of this "linkage" for gifted education derives from the need to establish and sustain a outstanding context for learning. Capable students' strengths and talents must be challenged at a high level, not merely tolerated. To help students to grow at an appropriate rate, commensurate with their abilities and interests, it is necessary to provide challenging materials and resources, high quality instruction, and opportunities for students to work closely with adults who model reflective, analytical, and creative intellectual effort and productivity. A climate in which learning is valued, in which "the life of the mind" and the examination of complex issues and ideas will be encouraged, and in which there are high expectations for everyone, is a climate in which gifted education can be integrated in meaningful ways into the total school program. Without a clear, strong commitment to excellence in education, and an on-going effort to translate that commitment into action, statements about integrating gifted and regular programming may become mere slogans or a superficial "glossing over" that does not really provide appropriate services for capable students.

We can also profit from examining closely what is known about "excellence" in other kinds of organizations, such as those in business and industry. Knowledge from recent research in such fields as human relations, management science, and organizational development, helps us clarify the meaning of and conditions for organizational excellence, and has significant implications for us in designing and conducting educational programs. Several elements that are essential components of excellent and effective schools, drawn from the work of J. Lewis (1986), will be summarized in this section.

> For our present purposes, these climate considerations will be discussed as they pertain to adults (e.g., the staff and administration of a school) and as they influence the overal climate of the school. Many of these issues can also be translated readily, however, into components of importance and concern in establishing and maintaining a climate for challenge and productivity within the classroom and in relation to the transactions which occur between teachers and students.

Assessing the School Climate for Excellence. Some of the questions or issues which can help you to assess or "take stock" of your school or District's climate for excellence are summarized in the checklist on the following page...Such a self-study audit may be useful in helping you examine these issues in relationship to the unique aspects of your setting. Areas in which you believe your school needs to expand its efforts can be addressed as part of your District master plan.

Lewis (1986) proposed that there are several ways schools might take advantage of what has been learned from research on excellence in other organizations. Many of his proposals illustrate quite effectively ways to "link" important common concerns among gifted programming, school effectiveness, and school improvement. These include:

Intensify and Personalize Communications.

The first suggestion we would offer to encourage excellence is a simple and powerful one. Communications should be personal and should occur regularly. We encourage you to communicate face to face when possible and not rely on memos to disseminate important information. Meetings should be frequent but intentional and focussed. Administrators should maintain an "open door" policy so that people feel free to come and discuss problems and ideas. In addition, administrators should be visible in and around the school and should be asking questions like, "What's new?" Oftentimes casual conversations lead to great ideas or good solutions to longstanding problems partially because the pressure of official communication is not there. Intensified communication also allows "champions" or highly successful teachers to surface and assert themselves, rather than working in isolation. Finally, we suggest that you institute annual "State of the School" meetings for staff and community. These meetings allow all staff to reflect on the school and set goals for the following year.

A Climate for Excellence—Some Self Study Questions

- ☐ What are the positives that already exist about our school?
- ☐ How do we recognize these positives?
- ☐ How are these positives recognized by our community?
- ☐ What is unique about our school climate?
- ☐ In what ways do we recognize or celebrate this?
- ☐ What five words or phrase best describes our school?
- ☐ What five words or phrase best describes our philosophy about education?
- ☐ What is the best thing that has happened in this school in the last two years?
- ☐ What is the worst thing that has happened?

For the next six questions, please rank the effectiveness of the school on a scale of 1-10 (1= no effort in the area; 10=great deal of effort).

- •To what degree is our school culture collaborative and supportive?
- •To what degree is our school open to new ideas or suggestions?
- •To what degree do we encourage and support people who take risks?
- •To what degree do we recognize and reward staff members efforts?
- •To what degree do we use specific, definable criteria to rate performance?
- •To what degree do we engage in long range planning as opposed to reacting to crises?

Reach [Important] Decisions by Consensus.

Consensus decision making is a powerful tool and should be used when it it important to get everyone involved in implementing a plan. A wag once said that a consensus decision is one you

can live with but wouldn't necessarily die for. While we find this humorous, we also want to note that when people have put energy into a decision and the decision is a good one, they often want to do more than just live with it. At the worst, they will not sabotage a decision made through consensus. At the best, they will put their energies into seeing that the solution is implemented successfully. While consensus decision making initially seems cumbersome and painfully slow, the net result is increased ownership and more people involved in implementation. Anyone who has tried to implement a decision that did not meet with the approval of one or more parties involved can appreciate the time wasted in circumventing these potential saboteurs!

Become Closer to Students.

When we get wrapped up in committees, textbooks, curriculum development and testing schedules, it is easy to lose sight of our primary function: to serve the students entrusted to us. The more time and effort spent on being with, talking with (and listening closely to) students, the better the results and the more students will be willing to work. It is essential to develop insights into students' contemporary interests, activities, and concerns, and to create opportunities for "quality time" with students, in order to attain excellent efforts. Consider, as examples, possibilities such as creating times and places for informal conversations, break-time, or "brown bag lunch" sessions of staff and students, cooperative staff and student involvement in student problem solving, or more formal efforts such as home visitations, small group discussion and coyunseling sessions, "retreats," suggestion systems (see below), quality circles, staff and student involvement in problem solving around the school, creating and working with special hobby or interest groups, etc.

Adopt a Suggestion Program.

This rather simple idea can be extremely effective especially when the entire school is involved. You will need a person to oversee the program and some method for rewarding people whose ideas are used. While monetary rewards work best, there are many different kinds of awards that could be given. In order for a suggestion program to work well, people must feel that their ideas will be seriously considered and that they will be rewarded for their efforts.

Give New Emphasis to Training.

Training in this context means something far different from the traditional Superintendent's Conference Day. Training is a broad term and includes varied methods for learning including such contemporary ideas as peer observation and peer coaching. The greater the variety of learning methods, the greater your chances of getting many people involved. We suggest that you think broadly about the issue of training and create a variety of methods for learning that can meet the varied needs of your staff. Variety needs to come not only from the methods used to present new information, but also the level at which that information is presented. For example, you might begin thinking about ways in which teachers who already have some expertise can be excused from introductory level workshops and have time to pursue related topics at a more advanced level.

Recognize and Reward Excellence.

While behaviorism may be somewhat out of vogue in the educational world, one basic tenet of its philosophy is not. Rewards work! Appropriate rewards stimulate people to new levels of productivity. In addition to rewarding people, it is important to recognize those people in front of their peers as widely as possible. This is important for two reasons. First of all, if other people know about someone's achievement, they can add to the benefits of the reward by recognizing that individual and praising them on their own. The second added benefit is that when recognition is offered and products are displayed, others get an intimate view of what excellence can be. Perhaps

that excellence will seem more accessible if it is clear that one's own colleague has done something successfully. We often teach by example in our classrooms and by publicizing successes we not only reward the creators, we offer examples of successful performance to others.

Achieve Excellence Through Teams.

Another aspect of excellence is that it is often created through a team effort. This becomes very clear when we look at recent inventions. Early in this century we saw individual inventors such as Bell and Edison achieve fame and recognition largely through their individual efforts. Most recently however, inventions are the work of companies or teams. Examples include the silicon chip, the 800 number concept and the technology in modern "jumbo jet" aircraft such as the Boeing 757 and 767. As knowledge becomes more and more specialized, team work becomes more and more important. This is as true in education as it is in business. No one can keep up with all the literature in curriculum, effective education, learning styles and strategies, etc. Therefore, it is in our best interests to create excellence in education through the use of effective teams which draw from many levels and areas of expertise.

In addition, teams offer built-in support, recognition and increased communication. All too often our educational organization consists of a collection of equally ranked (though not equally competent) teachers who are overseen by a single figure: the principal. While larger districts sometimes make use of department or grade level chairs, it is not unusual to find a large number of teachers reporting to only one person. This creates difficult communications among teachers. Creating teams can increase the level of professional and personal support teachers can offer each other. In addition, teams offer ready made committees for planning and implementing various innovations.

Support Teacher Autonomy and Encourage Intrapreneurship.

While it may seem like a contradiction in terms to encourage autonomy and team building at the same time, it is not. If we support the autonomy of teachers, and encourage them to invent and implement on their own, they will have a sense of increased ownership and investment in program development and improvement. Rather than feeling that they are merely "carrying out orders," they will be implementing something they have created and in which they have a vested interest and commitment for success. Successful managers know that encouragement and support are often more effective in getting a job done well than continuous critical appraisals and constant inspection. "Intrapreneurship" is a term that has recently become popular to describe systematic and deliberate efforts that are being made in a number of successful and innovative organizations, in which employees are encouraged and supported in developing new ventures within the organization, in contrast to the more traditional term, "entrepreneur," used to describe people who, on their own, seek to develop new directions and innovations, without the support of (and sometimes, having "escaped" a non-supportive climate in) an existing organization. School improvement and educational innovation may also benefit from the encouragement of creative efforts from within.

Promoting shared decision-making

Planning for effective programming certainly requires leadership; it is important, however, to understand that contemporary theory and research leads to an understanding of leadership which emphasizes its situational or developmental nature in contrast with narrower traditional conceptions. It is widely recognized today that effective leadership involves careful analysis of tasks, interpersonal relationships, and the developmental level (competence and commitment) of the group members. This analysis is followed by the selection and use of several different patterns or leadership styles (e.g., Blanchard et al., 1987).

Through these contemporary models, leadership is best understood in relation to:

- varied styles and strategies
- active participation by all group members
- shared responsibility among group members for decision making and impact.

Rather than viewing leadership as individual "heroics," we now recognize the importance and value of bringing out the creativity and productivity of others in ways which recognize and build upon their strengths and talents. Successful leadership enables or empowers followers rather than permitting or allowing them to act.

The easiest way to demonstrate this method of leadership is to discuss each of the three dimensions of leadership separately and then show the ways in which they interact. This discussion draws heavily from the work Blanchard and his SL II model of leadership.

The first dimension of leadership involves the degree or level of *directive behavior* exhibited by the leader. This is a measure of how much direction and control of the task at hand the leader takes upon him or herself. The second dimension of leadership is the level of *supportive behavior* offered by the leader. Supportive behaviors include encouragement, praise, listening, suggestions and trust of group members. The third dimension of leadership is the *assessment of the developmental level of the group* being led.

The developmental level of the group is determined by looking at two major dimensions: a) the competence of the group in relationship to the task at hand (how much knowledge and experience group members have); and, b) the confidence and commitment that group members have for the task at hand. There are four levels of "developmental readiness" described by Blanchard and his associates:

- Enthusiastic Beginners, with enthusiasm for the task, but high in need for direction;
- Disillusioned Learners, who need both support for their commitment and continuing task direction to increase their competence;
- Reluctant Contributors, who are competent in regard to the task, but whose commitment may vary and thus require a high degree of support and encouragement;
- Peak Performers, who are high in both commitment and confidence, and who require facilitative support and resources for their efforts.

The interaction of these dimensions (the task, the need for support, and the developmental readiness of the group) gives rise to four different styles of leadership, each of which may be appropriate or inappropriate for a leader to use at various times, for varied groups, and in working on various tasks. The skillful leader must learn to diagnose the situation and the people accurately, and then to select and use an appropriate style.

The first leadership style is called **Directing**. At this level the leader is highly directive and not particularly concerned with supportive behaviors. The leader provides specific tasks and instructions for group members to follow. Both the roles and the goals are defined by the leader in the Directing style of leadership.

In the **Coaching** style, the leader offers high levels of support and high levels of direction. Like an athletic coach, this type of leader offers encouragement to his or her followers while continuing to offer the task direction needed for their continued learning.

The **Supporting** style is one in which the leader offers high levels of support but low levels of direction. At this level, the leader and group members make decisions together and the leader supports group members efforts to reach the mutually established goals of the group.

Finally, in the **Delegating** style, the leader provides lower levels of support and direction. At this level, the leader's responsibility consists chiefly in turning over responsibilities and decision making to the group members and providing an appropriate setting and resources for their efforts.

A group that is both motivated and knowledgeable about the task at hand will resent a directive style of leadership, while a group that is not knowledgeable but is eager to accomplish things will welcome a directing style of leadership. If a group is at this low level of development, they will see a delegating style as being "wishy washy" and avoiding responsibility, while a group with a high level of development will welcome the faith and trust shown by the delegating style of leadership and perform better than they would under a directing style of leadership. Typically groups move through the various stages of development and this means that leaders must be flexible in their approach and constantly assess the group in order to determine the level of their development and the appropriate style of leadership necessary. Knowledge of these styles, and the conditions under which is appropriately used, will help you to involve members of the planning committee in their tasks in the most productive possible way.

Creating the "Master Plan"

The District planning committee's first major responsibility is to develop a specific, comprehensive written "Master Plan." This plan is important for several reasons:

- It expresses the commitments that have been made at the District level to create and support gifted programming in all schools in the District.
- It serves as a foundation to guide and direct the development, implementation, and evaluation of individual school plans.
- It provides a foundation for proposals for resources and support for programming.
- It establishes the "history" or context, upon which subsequent efforts (program evaluation or modification, for example) can build.
- It facilitates communication and coordination among individual schools within the district.

Specific Components of the Master Plan.

The District's Master Plan includes eleven specific components; each to be described separately:

1. Philosophy Statement (may also include proposed Board Policy Statement)
2. Definition
3. Goals and Objectives
4. Identification Policies and Procedures
5. Programming Commitments and Models
6. Implementation Guidelines for Schools
7. District Time Line
8. Resource Considerations
9. Coordination and Staffing
10. Professional Development
11. Evaluation Plans

1. Philosophy Statement.

The Master Plan should begin with a specific statement of the philosophy of the school district with respect to gifted programming. This establishes the importance of and rationale for programming in the District, and identifies the important ways in which gifted programming is linked with the overall mission and goals of the District. The statement should be concise—probably less than one page. It should also be consistent with contemporary views of quality education, school effectiveness, and the nature of human talents and abilities. A philosophy statement should present

concisely the school or District's basic definitions, beliefs, and commitments regarding gifted education. One page should be more than sufficient. An effective philosophy statement should address three basic issues: (1.) What do we mean by giftedness? (2.) What does identification mean, and what are its purposes? (3.) What kinds of programming responses will be made?

A General Sample of A Philosophy Statement for Gifted Programming

By "Giftedness" we mean students' potential to become independent, creatively productive people. Programming is an on-going process, through which we recognize and nurture each student's potentials. It is intended to create an environment in which we make deliberate efforts to recognize students' emerging strengths, talents, and interests and then nurture them through appropriate and challenging experiences and activities.

This should lead to modifications of instructional activities and services based on students' unique characteristics and needs. We affirm that outstanding potentials among students, which may lead to gifted behaviors, create the need for experiences and services extending beyond the regular program, and that such needs should be recognized and met by systematic and deliberate programming in school.

Rather than labelling some individuals as "gifted" (hence implying that all others are non-gifted) we believe identification should focus on any student's needs. As a process, it should be **positive, dynamic, flexible, inclusive** (not exclusive), and **on-going**. Identification is a process which helps us better to recognize students' characteristics so we can plan instruction more effectively.

Effective programming is concerned with expanding or enhancing learning opportunities for **all** students. Developing and fulfilling students' strengths and talents is accomplished through a wide variety of opportunities and experiences. The regular school program serves as a foundation upon which many activities and options can build, and in many cases must also be augmented through additional opportunities and experiences.

Many school districts find it important and helpful for the Board of Education to formulate and adopt a formal "Policy Statement" in which the district's commitments and priorities for gifted programming are stated explicitly. A sample of such a Board Policy Statement is given on the following page.

2. Definitions.

One of the most complex problems encountered by many planning committees is dealing with the question of definitions. It is complex because words such as "gifted," "giftedness," "bright," "talented," "capable," "precocious," "genius," (or many others you can probably generate with little effort!) mean so many different things to different people, in every day conversation, in the media, and even in professional use. Many committees have floundered at this step, and some have disintegrated into battles, which could never be resolved, about whose definition of "gifted" was "correct" or "best." Many different definitions exist within the field, and it must be acknowledged that there can very well be honest differences among professionals within the field, so that it is not possible to identify one definition or one approach that has met with universal acceptance.

You **must** make a decision about the terms you will use, and how you will use them. Complex and perilous though the task may be, it can only be avoided at even greater risk to the success of your planning effort.

Sample Board Policy Statement

The School Board believes it has the responsibility for providing educational programs which are designed to maximize the development of all of its students. The Board further believes that deliberate and explicit efforts should be made to recognize and nurture students' emerging strengths, talents, and learning potentials in ways that are consistent with their needs for personal fulfillment and the best interests of society.

The Board is committed to these specific efforts:

- Establishing and supporting an inclusive and contemporary definition of giftedness;
- Enabling and supporting staff involvement in comprehensive planning at the District and School level, which reflects our commitment to collaborative planning and decision-making by faculty and administration;
- Developing appropriate and flexible procedures for recognizing students' unique strengths, talents, and interests. The district will make systematic and deliberate efforts to recognize and respond to 'gifted behaviors' (potentials for creative, productive accomplishments, which arise from students' ability, creativity, and task commitment). These potentials among our students indicate their need for modification or extension of the regular school curriculum.
- Developing and supporting a broad range of programming alternatives to encourage or foster the development of gifted behavior;
- Developing and supporting appropriate professional development opportunities for teachers and administrators, to stimulate innovation and excellence in gifted education programming;
- Communicating with parents and other community members regarding programming for giftedness and talent development;
- Providing for on-going evaluation of the effectiveness of gifted education programming, and implementing improvements as warranted.

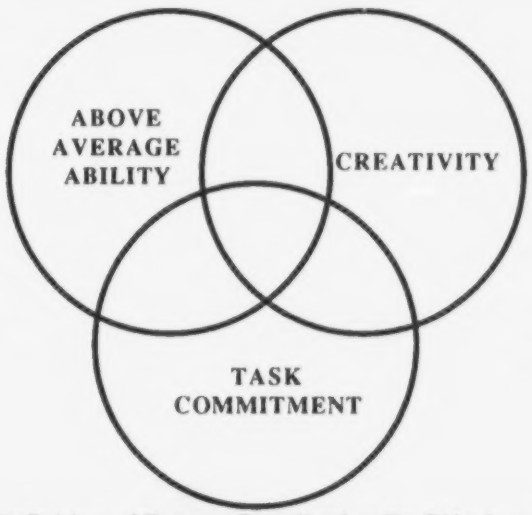
This does not mean, as the cartoon character Linus once observed (speaking about "the Great Pumpkin"), that "it doesn't make any difference what you believe, as long as you believe something." Your decision about definitions should be carefully analyzed, thoroughly discussed, and founded on your study of the literature and your efforts to assess the appropriateness of various definitions for your own setting.

We suggest that you consider six important questions in your efforts to formulate or adopt a definition of giftedness; these are:

- Does the definition reflect contemporary knowledge of the nature and diversity of human talents and abilities?
- Does the definition take into account the importance of environmental impact and developmental differences?

- Does the definition describe giftedness in relation to meaningful, well-documented personal traits or characteristics?
- Does the definition reflect appropriately the variability in human performance over time or in various situations?
- Does the definition take into account the possibility of expanding human talents or abilities through effective instructional interventions? (That is, does it recognize that many—perhaps all—important components of giftedness might be nurtured?)
- Does the definition provide a clear and effective foundation for practical instructional planning, rather than merely leading to categorical inclusion or exclusion decisions?

A definition such as that proposed by Renzulli (1978), for example, provides a foundation for dealing with each of these questions constructively. Renzulli proposed that "giftedness" describes behaviors which arise from the interaction or confluence of three sources within an individual: above average ability, creativity, and task commitment (illustrated in the figure on the following page). In Renzulli's definition, these components each describe a constellation of characteristics or traits which, when expressed and focussed in a particular area or direction, and when recognized and nurtured through appropriate instruction and guidance, may provide the foundation for creative, productive behavior. Each of these three sets of characteristics includes many specific factors which may be naturally present in some individuals; it is also evident, however, that each cluster also involves a number of skills, which can be developed through instruction and sustained effort and energy. In addition, each of these dimensions may become evident at different times and for different durations, under varying circumstances, among many people; giftedness is not viewed as a single trait which any given individual permanently possesses or lacks.



Definition of Factors Contributing To Giftedness
(After Renzulli, 1978)

3. Goals and Objectives.

The District Master Plan should identify general goals and objectives for gifted programming. The most effective approach to formulating goals and objectives for gifted programming emphasizes the intended outcomes and benefits for students.

Goals are broad statements of major outcomes or purposes to be attained. They are general statements of the major concerns of programming. **Objectives** are more specific; they are

commitments to particular actions which, when taken as a group, will lead to the attainment of the goals that were stated. Each broad goal statement should be accompanied by one or more specific objectives.

Examples:

•**Goal:** to seek talents and strengths among many students, and to develop programming which will develop and nurture these talents.

Objective #1: Identification will be broad reaching and on-going.
Objective #2: Teachers will receive ongoing instruction in methods of recognizing students' talents, interests, and strengths.
Objective #3 Students, Staff and Parents will be asked to initiate referrals or provide data which will help to identify students' strengths, interests, and talents.
Objective #4 Upon entry, or as soon as possible after their entry into our school, new students will be assessed to determine their strengths, unique characteristics, or needs.
Objective #5 A variety of assessment instruments or resources will be used to help us to evaluate the characteristics and talents of our students.

•**Goal:** to respond to identified needs of students through flexible programming

Objective #1: Gifted education programming specialists will work closely with classroom teachers to develop curriculum that responds to identified strengths, talents, or sustained interests of students.
Objective #2: Using various inventories, Gifted education programming specialists will develop curriculum that responds to students' identified interests that go beyond the regularly prescribed curriculum.
Objective #3: Gifted education programming specialists will provide a variety of resources for students and teachers designed to encourage and support a wide variety of talents.
Objective #4: Gifted education programming specialists will insure that all students have training in the various process skills necessary to participate in independent investigations including Creative Problem Solving, critical and creative thinking skills, research skills.
Objective #5: Regular classroom teachers will use process tools as a normal part of their daily instruction in order to insure good follow-up and continued practice in these skills.

•**Goal:** to involve a wide variety of resource people to offer exploratory activities and potential mentoring relationships with able students.

Objective #1: The school will foster an open attitude towards the community and encourage a wide variety of ways for community members to get involved with students in the schools.
Objective #2: Efforts will be made to find mentors for students who demonstrate an exceptional talent which cannot be sufficiently supported by the school staff.
Objective #3: Speakers and various groups will be sought out to enrich the school by offering performances, discussions, lectures, etc. on a wide variety of topics.
Objective #4: Whenever possible and appropriate competitions will be organized to which the community is invited and for which extra community involvement is sought. Examples include Odyssey of the Mind, Science Fairs, "College Bowl" type competitions, plays, dances, etc.

Objective #5: Efforts are made to get local businesses involved in the school program tnrough visits, mentorships, financial and resource aid as well as providing places for students to intern or visit potential areas of career interest.

4. Identification Policies and Procedures.

Although there are many different points of view and many models for identification, there is a growing recognition of the importance of diagnostic conceptions of identification rather than selective conceptions which focus on in/out selection criteria.

Examples of models or procedures which are more diagnostic than merely selective in their approach to identification include the "talent pool" approach, such as that proposed by Renzulli and Reis (1986) in the Schoolwide Enrichment Model, a multiple programming options model such as the Purdue approach (Feldhusen and Kolloff, 1986; Feldhusen and Robinson, 1986), or an Individualized Profile approach such as IPPM (Treffinger, 1986).

If the case of very specific, carefully defined instructional programs, selection of students should be based on valid criteria which can be shown are explicitly or directly relevant to successful performance in the instructional program. For example, in selecting students to participate in a particular advanced mathematics or science program, the criteria should be related specfically to the students' science or mathematics skills, reasoning ability, motivation, and interests. Global indicators, such as IQ scores, are not generally considered adequate criteria in this context.

In addition, a number of traditionally common practices in identification of giftedness are viewed as questionable in view of current theory and research. Questionable practices include:

- single test "cutoff scores;"
- arbitrary inclusion or exclusion of students from gifted programs on the basis of numerical indexes or combined scores (such as identification matrixes);
- random or rotating assignment of students to programs ("so everyone will get a chance...").

In summary, some of the critical issues which must be considered as the District Planning Committee develops appropriate identification policies and procedures include:

Diagnosis—preparing for improved or enhanced instructional planning
"versus"
Selection—selecting a single group of students using specific criteria;

Inclusive—seeking to nurture many students' best potentials
"versus"
Exclusive— finding only the "right" or "truly gifted" students;

Deliberate, positive—searching for students' strengths, talents, and unique needs
"versus"
"Gate-Keeping" —emphasis on being in or out of the program;

Developmental or growth-oriented— holding the possibility that talents can be nurtured in significant ways
"versus"
Labelling—establishing an index or score by which students are categorized or classified;

Instructional—identifying needs for which new or varied responses should be considered
"versus"
Justification—seeking a number or "cutting point" for explaining selection or placement.

Identifying **Needs** *"versus"* Identifying **Students.**

While we might wish that these issues were not matters of one view "versus" another, it is quite likely that they will be matters of considerable difference of feeling and belief among members of some planning committees, as well as among many members of the board, administration, staff, and the community at large. They are very likely to be issues about which strong positions will be held, and your ability to reach decisions on them will influence greatly all the other decisions which must subsequently be made!

Given the contemporary philosophy and definitions of giftedness that have been presented in these Guidelines, with a strong commitment to encourage Districts to create programs that will "nurture gifted behaviors," we believe a strong case can and should be made that your identification efforts must be designed to seek out a wide variety of talents and couple that search with an effort to provide appropriate programs based on observed behavior or potential.

Your goal should be to create and sustain opportunities for nurturing students' potentials, rather than creating labels and programs which are designed for a single, fixed group which would be designated as "the gifted." Too often such fixed programs and narrow identification policies become a Procrustean bed, with the various participants being either stretched in order to make them fit the program, or worse, having several interests "lopped off" in order to make them fit the program.

Effective identification policies and procedures must be flexible, diagnostic and ongoing. The task should be viewed more as one of "miners," prospecting for potentials, rather than "inspectors" with laboratory coats, who tattoo children with indelible labels like "gifted" or "non-gifted."

Renzulli and his colleagues expressed the concern effectively, in their book, *The Revolving Door Identification Model,* (1981, p. ix):

> "Although most people will not admit it, up to this point in our history, we continue to view giftedness as an absolute concept—something that exists...by itself without relation to anything else.... This absolute conception causes us to act as if giftedness is something that 'you have' or 'you don't have' and consequently, we still think in terms of a child being 'in' or 'not in' a program."

From a District standpoint, it is important to let individual schools know that they have the flexibility that they need in order to look for students. From a school standpoint, it is important to let parents and teachers know that not all students will be identified the same way and that the programming offered will vary from student to student. Productive identification efforts should pose several fundamental questions:

- What strengths or talents do we see in this student?
- What is happening now in the student's program?
- What modifications (if any) are necessary or desirable?
- What data give us a full picture of this student? What additional data are needed?

- What particular interests and accomplishments tell us about this student's learning needs?
- How does information about the student's ability, interests and motivation guide us in instructional planning?

It is important to look for ways in which existing data can be used. A student who has straight "A"s and a State wide Science Fair Award probably does not need to be tested to see whether she or he needs enrichment programming in science! This is what we mean by flexible identification procedures. There are several kinds of data that may make up an identification procedure. These data fall into four categories, each of which will be discussed below.

Test Scores. This kind of information is useful to a certain extent. It allows us to compare students to some predetermined norm and tells us something about how quickly and well they perform under pressure. These data may also help to recognize the significant potentials of students who have high test scores but low classroom performance levels.

Ratings or Referrals. This kind of information is often looked down upon by people who want "numbers" for their results, since many people are suspicious that parents, teachers and peers will be biased. But information from people can be quite valuable in identifying students' interests, special talents, and unique characteristics. For example, how would you know that a certain student has a burning interest in electron microscopy, and has been reading about it on her own for years, if no one told you? No test of general knowledge, IQ or creativity will give you this specific information about the student. Even the school may not be aware of it. Referrals or personal ratings and recommendations can offer unique insights into behavior that might otherwise go unnoticed and unnurtured. We suggest that screening procedures include one or more assessment tools from parents, teachers peers and even self.

Products and Accomplishments. All too often, groups of professionals make decisions about students without ever seeing what students have done or created as long term projects. Screening procedures should include a provision to look at student products. Often these products can show us task commitment, creativity and ability levels without ever needing to administer a test. Events such as PTA potluck dinners, library fairs, open houses, or others can offer opportunities to display and observe student products. Your efforts to find "audiences" for students' products, and to make note of exceptional work that results, will provide valuable insights into your students' potentials and needs.

Classroom Performance Data. These data include feedback from teachers, classroom test results, report card grades, anecdotal records, or other similar data. These data can help you recognize specific aptitude among some students in certain subject area(s).

Overall, begin by considering the ways you approach learning about the interests, talents, and needs of your entire student population, rather than thinking only about students in pre-defined categories or groups. Avoid "pre-designating" some students as "gifted," in which case everyone else thus becomes "non-gifted." Talents, strengths, and sustained interests should be sought and nurtured. These talents may take time to "emerge" or be observable. They can't show up if opportunities aren't provided for them to be expressed. Therefore identification must be both flexible and on-going; you need to look continuously for students who have unmet potentials, or for whom the present instructional program is not sufficient or challenging.

5. Programming Issues.

Your Committee should examine a variety of different programming models carefully. Programming models can be identified by the fact that they have a rationale, a theoretical background, programming implications and a set of modifications designed for use with students; your committee should study any proposed model closely, with such issues in mind. A general

text, such as text such as *Systems and Models for Developing Programs for the Gifted and Talented,* edited by Joseph Renzulli (1986) will be a useful resource. The contributing authors, who are the developers of a variety of contemporary models, were asked to include the rationale, an example of practical applications, and information concerning research and evaluation studies involving their approaches. Because the book is written by the authors of the various models, your committee can obtain "first hand" information about each of the models. (It may well be wise to divide your Committee into teams or study groups, charging each one with studying one or more of the models and then preparing a summary and evaluation for presentation to the entire committee.) On-site visits to other schools in which various models are employed can also be a valuable Committee activity.

Davis and Rimm (1986, p. 154) identified four major purposes which schools might expect to be served by programming or curriculum models. These are:

1. Help clarify and simplify important components of gifted education, ...[student] characteristics...and...higher level needs, or the content of a worthwhile educational program;
2. Explain why particular recommended activities are useful and predict benefits for students;
3. Supply a point of view and a set of related concepts regarding the purpose of gifted education...;
4. Make specific recommendations and prescriptions for activities providing theory based direction and structure to program planning."

Any model will be very likely to require modification when translated from its general form into a specific application in your own school setting. Do not expect simply to locate one "attractive" model which can simply be adopted "as is" for your program. Davis and Rimm (1986, p. 178) proposed that:

> "There is no single 'best' program. The thoughtful program planner should consider...[many]... models... along with acceleration, enrichment grouping, counseling, career education, creativity training, critical thinking, affective development and other possibilities. Select what seems to best meet the needs of the students in your particular District or school. There are many alternatives; aim for the best combination for the particular situation."

Similarly, Kaplan (1974, p. 45) proposed:

> "Program prototypes are organizational patterns which become the setting for a learning environment that accommodates the needs of the gifted and talented.... The decision to utilize one prototype over another is based on careful examination of the degree to which each fits into the institution and matches the objectives developed for the program....No one prototype will do everything. Each prototype should be reviewed in relationship to how it can be molded and varied to the advantage of the students and the total program. A program can be a composite of several prototypes which combine and adapt what is possible with what is practical and feasible."

Your committee should consider the unique dimensions of your setting, and the potential positive or negative impact of such factors on the applicability and usefulness of the models being examined. If you examine the models with a clear idea of your own district's philosophy, goals, and resource commitments, you will be better able to assess the merits or limitations of each model (or combinations of various models) for your setting. Following your examinations and on-site visits, you may wish to contact the authors of several models or consultants in your area who are

experts on the model. By preparing a series of questions that you ask of each expert, you can get comparable information about the models and be better prepared to evaluate them. The committee should be prepared to make a final recommendation on models to be used. While individual schools may perceive their needs differently, and thus find different models more attractive, there should at least be an effort to insure, on a District or SAU basis, that there will be consistency of philosophy and goals, and that this will be reflected in the schools' choices and decisions.

6. Implementation Guidelines for Schools.

While each school's Plan of Action should reflect the unique structure and concerns of that school and its administration, staff, students, and community, there is also a need to insure a degree of consistency or comparability on a Districtwide basis. Balance between these concerns can be attained by creating a clear set of guidelines for schools to follow in creating their Plan of Action. It will also be supported by insuring that each building is represented on the District Committee, so that the District Committee's thinking can be communicated and discussed in building meetings. District Committee efforts can support and enhance subsequent planning at the school level, in a number of ways, including:

- Communicating with all schools to promote awareness.
- Sharing the District Committee's efforts to develop philosophy and policy statements.
- Sharing information obtained from the District Committee's study of definitions, identification and programming models.
- Initiating systematic needs assessment among the staff to determine areas in which additional information or in-service may be needed.
- Creating opportunities for careful discussion of both the District's proposed Master Plan and the criteria for the schools' Plan of Action.
- Development and sharing a time line giving dates for the startup of various aspects of the program.
- Dissemination of information regarding conferences, workshops, site visits, and other study opportunities or resources which may be available to all interested staff members.
- Sharing policies and plans for program resources and support, and information about possible funding opportunities (grants, special projects, or other sources).
- Identification of resource or "contact" people in each building.

7. Time Line.

The entire planning process requires time. There are no "quick fixes," nor any simple, pre-packaged or ready-made programs for instant adoption. In many ways an effective planning process represents an on-going commitment, characterized by continuous efforts to review, innovate, revise, and improve.

The District Planning Committee will probably spend from six to twelve months in the initial development of the Master Plan; extensive review and discussion among staff, administrators, and the School Board may also require additional time. While each school's informal planning may occur simultaneously with the development of the Master Plan at the District level, the development of the more comprehensive School Plan of Action may require at least another year after the guidelines have been provided through the District Master Plan. Time will also be required for the development and implementation of flexible, diagnostic identification procedures, and the gradual expansion of services to pupils. In addition, there will also need to be careful consideration of the time needed for in-service or professional development.

A sample of a general three year time line is summarized below, and Appendix A provides a sequence of planning tasks in more detail. A more extensive list, generally valuable and particularly useful if your District follows the *Schoolwide Enrichment Model* (Renzulli and Reis, 1985), will be found on pages 154-159 of their book. Within any school, while the planning process is underway, many staff members may be highly motivated and eager to initiate direct services for students. With this in mind, some suggestions regarding the sequence or time line for such efforts seem warranted:

1. Take actions which will support and extend existing "programming positives."
2. In considering the "Wish List," begin with the modifications that are easiest, least disruptive of scheduling and resources, and for which there are "champions" within the group (i.e., individuals or groups who are eager to take ownership for them);
3. Begin by seeking modifications or enhancements of the school program that will benefit the greatest number of students (a good strategy both philosophically, and from the standpoint of "marketing" your program to the parents and the community);
4. Start with modifications for which you have the most expertise. For example, if no one in the building has ever run a mentor program, it is not likely the kind of program to begin as your first effort!

Sample of A General Time Line For Initiating Planning

YEAR ONE

- Organize the District Committee
  - Establish General Goals and Purposes
  - Provide Overview of Planning Model
  - Define Tasks for the Committee
- Preliminary Data-Gathering
  - Within District/SAU
  - From Outside Sources
    - State Consultant Input
    - Attend Conferences, Workshops
    - Consultant Input
    - Visit Model Programs
- Read, observe, study, reflect, compare, analyze
- Draft Master Plan for District/SAU
- Obtain Input, Reactions to Master Plan
  - Staff, through Awareness, Review, Discussion
  - External Review
- Present Master Plan to Board
- Community Awareness and Information Activities
- Formulate the "Charge" to Each Building
  - Organize Building Committees
  - Begin Preliminary Tasks
  - Start Work on Building Action Plans
- Formulate Criteria and Process for Review of Building Action Plans

YEAR TWO

- District Committee
  - Review Building Action Plans and Give Feedback
  - Plan and conduct In-Service
  - Institute Resource Recommendations (Budget, Staffing)
  - Initiate Design and Data Collection for Evaluation

- •Exchange Building Action Plans, Discuss Together
- •Monitor Building Action Plans
  - •Consistent with Master Plan
  - •Verify that Action Occurs
- •Seek New Directions, New Resources
- •"Trouble Shooting" and Problem Solving as Needed; New Questions

•Building Committees
- •Draft Action Plans
- •Input from Staff
- •Submit Action Plan to District Committee
- •Initiate Actions
  - Staff Awareness
  - Programming Positives, Wish Lists
  - Initial Implementation Decisions
  - Identify In-Service Needs, Targets
- •Continuing Input and Discussion With District Committee
- •Participate actively in evaluation efforts
- •Consider opportunities for innovation
- •Initiate gifted education programming on a pilot basis.

YEAR THREE

•District Committee
- •Expand Linkages of G/T with other areas of involvement
  - •School Improvement, Effective Instruction
  - •Professional Development
  - •Curriculum Development
  - •Special Curriculum Areas
  - •Counseling, Pupil Personnel Services
  - •Community Resources
- •Modify and expand or revise District Master Plan
- •Continue monitoring of Building Action Plans
- •On-going Review, Analysis, Recommendations regarding resources and budget
- •Commitment to Innovation and Improvement
  - •Trouble Shooting and Problem Solving
  - •Evaluation Support
  - •Encouragement of New Activities and Services

•Building Committees
- •Review, Expand, Revise Building Action Plans.
- •Expand Programming Positives
- •Expand Actions to Work on "Wish List" Priorities
- •Begin Problem Solving on "Wish List" Challenges
- •On-going review and modifications in Building Action Plans
- •Continuing Professional Development activities
- •Link Gifted Programming With Other School Programs and Services
- •Initiate more complex dimensions of Professional Development Program
- •Evaluate pilot programming activities and modify, revise, expand as warranted.
- •On-going participation in Evaluation, District Committee Activities
- •Carry out publicity and communication activities
  - •Brochures, Newsletters
  - •Communications with parents and community
- •Review and sustain or enhance articulation among grade levels, schools

8. Resource Considerations.

It is very important to determine what resources will be available for gifted programming, at the District level and for each school. While programming can begin with very modest resources, the level of support offered by a District in any new programming area is often an indicator of the degree of interest and commitment to the program that exists on the part of the Board and the administration.

The District Committee should be provided with a budget for training (which may include courses, workshops, seminars, or conferences, for example), resources and professional study materials, supplies and services (paper, typing or word processing, and duplication), and program visitations. If consultants are used to provide input to the Committee, resources must be allocated for fees and expenses; consultants in the area of gifted education frequently command fees ranging from a minimum of $200 per day to more than $1500 per day, depending on their experience and stature in the field. In addition, the District Committee should not be expected to meet after school or on the personal time of its members; this means that released time or substitute teacher costs will need to be included in determining the resources required for the District Committee to function successfully.

As the District Master Plan emerges, and the criteria for School Action Plans are established, it will also be necessary to determine the resources which will be available to the school planning committees. Their expenses may involve many of the same general categories as those of the District Committee, although they may benefit from the experiences and resources of the District Committee (and may also have opportunities to take advantage of some resources initially obtained from the District Committee's resources). Additional questions will arise at the building planning level, however; these include determining what resources, if any, will be made directly available to the schools for planning, for in-service, or for direct services to students, and how those resources will be allocated. Will each building receive resources on the basis of "head count" or pupil enrollment? Or by "teacher units," with support for a part- or full-time staff person in the school? Or on the basis of projects or proposals they have developed (perhaps evaluated through a competitive review process)? There is no "one right way" to determine the resource needs of each District, SAU, or school, but the question of resources must be addressed.

Even though budgets may need to be formulated and approved one year at a time, long-term projections of resource requirements will help the District to analyze and prepare for its needs more effectively than is possible if each year's budget request is a "surprise." General commitment to supporting the development of gifted programming may also be more likely if the long-range costs and needs have been anticipated thoughtfully.

Specific resource commitments will also need to be made for professional development for teachers and for expanding and extending each school's regular program (combining, for example, elements of the six indicators of a healthy school which will be discussed in Section 6). It will be important for the District to acknowledge the efforts of the staff and to provide resources to support the efforts of those who will actually carry out programming on a day-to-day basis.

9. Coordination and Staffing

The District Master Plan should also consider the need for trained personnel to coordinate programming, on both the districtwide level and in each building. Effective programming is more likely to result in Districts in which there is a professional commitment to searching for, selecting, and supporting staff members who have (or who are willing to pursue) appropriate advanced training in Gifted Education. A District Coordinator can bring experience and knowledge of relevant theory and research to the work of the District Committee, and can also support the efforts made by each school. In addition, the District Committee needs to work closely with the schools as

they develop their own Action Plans, to assist them in determining their staffing needs and in designing strategies for meeting those needs in coordination with other buildings. More specific sample descriptions of the role of the Gifted Programming Coordinator or specialist have been included in Appendix F.

10. Professional Development.

Professional development is a critical component of your programming effort. Without adequate preparation and expertise, programming will lack support and effectiveness. Modern practice views staff development as an on-going process involving several stages:

- Needs Assessment, to determine areas of concern and interest, and to plan for appropriate professional development opportunities;
- Establishing ways to meet the stated needs within existing staff development models and programs, or by developing new initiatives;
- Plan and implement a variety of staff development options or activities;
- Assess the effectiveness of the staff development program;
- Revise and recycle.

In viewing staff development this way, Districts encourage staff to expand their confidence and motivation as well as their skills. A valuable resource on staff development and change is *Taking Charge of Change*, by Shirley Hord, William Rutherford, Leslie Huling-Austin and Gene Hall, published by the Association for Supervision and Curriculum Development (1987). It is an excellent source to help your Committee understand how change occurs and how best to facilitate it in your staff.

11. Evaluation.

Evaluation should be a natural process that enables programs to be modified and made more effective. Several specific considerations in effective evaluation are identified in the Chart on page 57, and additional material on evaluation is provided in Section VII.

Effective evaluation should be:

1. Closely linked to the goals and objectives laid out for programming.

2. Inclusive of information gathered from all the people affected by the program. This includes, but may not be limited to, parents, staff, students and administration.

3. Qualitative as well as quantitative; it documents the real activities and accomplishments of those who are involved. Test data may be one valuable component of program evaluation, but they are not likely to be the only data, and in many cases, they will not even be the primary data upon which decisions can be based. For example, an evaluation of a program in which a 15% increase in students' fluency is demonstrated may be impressive to some; actual evidence of the students' applications of their creative thinking in solving problems at home or in school may be much more important and impressive.

4. Diverse and linked to the information desired or needed by various target audiences. The questions posed by teachers, building level administrators, Board members, and parents may all be different, and may require different kinds of evidence or support.

5. External and neutral. It is probably most effective to contract for an outside or "third party" evaluator. This avoids potential conflicts of interests, and may also lead to new perspectives on the program and its implementation. (If an outside evaluator is not readily available, it is still essential

that comprehensive evaluation procedures be developed, and that these procedures be implemented on a regular basis.)

The District's Master Plan: Uses and Format

When a comprehensive, written Plan has been created, the first phase of the District Committee's work will have been completed. It represents the culmination of approximately six to twelve months of study and cooperative efforts by the Committee. The written plan will be important to all Board members, administrators, and staff members; each of these "target audience" may have specific needs and concerns which should be considered. These include:

Target Audience	Needs and Concerns	Implications for Master Plan Content
School Board	Policy and budget input for them to consider.	•Information regarding the importance of and need for gifted programming. •Resources needed for programming. •Implications for staffing. •Time Line.
District Administration	Foundation for effective administrative management of policies, procedures, and resources.	•Specify District functions. •Specify schools' responsibilities. •Procedures for monitoring and evaluating. •Administrative and staff duties. •Criteria for reviewing School Action Plans. •Resource needs and Time Line. •Professional Development plans.
Building Administration	Foundation for effective formulation of Action Plan, its implementation, support, and evaluation.	•Schools' planning responsibilities. •Components of Action Plan. •Review of Action Plan. •Support available and how to obtain. •Evaluation of school's efforts. •Staffing and professional development implications. •Time Line. •Information to answer parent, community questions.
Staff Members	Awareness of District Policies, Procedures, and Resource commitments; Involvement in planning, implementation, and evaluation.	•Information regarding philosophy, definition, District Master Plan. •Staff roles and responsibilities. •Staff development opportunities. •School planning committee tasks. •Implementation guidelines and resources available. •Evaluation activities. •Information to respond to parent, community, student questions.

Area of Concern	Sample Questions	Representative Data	Who Provides Data
District "Master Plan"	Has the Plan been developed? Was it created appropriately? Is the Plan complete? Did appropriate constituents have input and involvement in creating the Plan? Has the Plan been disseminated and reviewed appropriately?	Written plan exists. Survey or interview data from Committee members, staff, administration, Board, community. Verification and external review of the Plan.	Committee members Other constituents External reviewers or outside "experts"
Each School's "Plan of Action"	Has the Plan been developed? Is it complete and appropriate? Does it reflect unique concerns? Is it consistent with District Master Plan? Did appropriate constituents have input and involvement in creating the Plan?	Written Plan exists. Review & approval by staff and District. Survey or interviews with staff and administrator(s).	School staff and administration. District administration. District Coordinator. External "expert" audit or review
Diagnostic Identification Procedures	Do policies and procedures focus on recognizing students' characteristics, needs, talents, and interests? Do procedures provide for flexibility and inclusiveness? Are procedures applied appropriately? Are student needs being recognized?	Survey, interview data from classroom teachers, catalyst teachers. Direct review of student records.	External evaluator or 'auditor" District Co-ordinator Catalyst Teachers Classroom Teachers Review by outside "experts"
Programming for All Students	Are many activities offered to challenge students, develop student interest, and enrich student learning opportunities? Are students' unique learning styles recognized and dealt with? Do students demonstrate progress in achievement and in process skills?	Logs of activities (schoolwide; grade level; subject areas); Learning style profiles; Survey, interview, and/or observation data (teachers, students, parents); Student achievement data (teacher/test); Process skills data (teacher/test/products)	Catalyst teachers and District Coordinator; Classroom teachers; School administrators; Students; Parents; External "auditor" review of data.
Programming for Many Students	Do students who demonstrate special interest and involvement in topics have appropriate opportunities for enrichment? Are appropriate options offered? Does "compacting" of regular curriculum and requirements occur? Is there follow-up to extend Level One?	Student "profiles" (diagnostic) and "portfolios" (accomplishments); Logs or records of activities; Varied classroom assignments/projects; Documentation of special activities and group programs; Survey, interview, observations.	Catalyst teachers and District Coordinator; Classroom teachers; School administrators; Students; Parents, Community Resource People; External "auditor" review of data.
Programming for Some Students	Are students' special talents and sustained interests recognized? Are options provided or created to respond? Are responses linked clearly and appropriately to students' needs and interests? Are student/staff efforts encouraged?	Student "profiles" (diagnostic) and "portfolios" (accomplishments); Logs or records of activities; Documentation of special activities and group programs; Contract or Independent Study records; Survey, interview, observations.	Catalyst teachers and District Coordinator; Classroom teachers; School administrators; Students; Parents, Community Resource People; External "auditor" review of data.
Programming for a Few Students	Are opportunities provided for advanced study, acceleration, dual or co-enrollment, early admission or graduation? Are students enabled to progress at their own, appropriate rate and pace? Are Mentorships sought and established? Are other, independent options used?	Student "profiles" (diagnostic) and "portfolios" (accomplishments); Logs or records of activities; Documentation of special services and student products; Contract or Independent Study records; Survey, interview, observations.	Catalyst teachers and District Coordinator; Classroom teachers; School administrators; Students; Parents, Community Resource People; Mentors, Instructors of advanced courses; External "auditor" review of data.

The format and length of the District Master Plan may vary from one district to another, of course. It should be a document which will be read, studied, understood, and used by those concerned with the design, implementation, and evaluation of gifted programming throughout the District. If it is a long document (that is, more than 8 to 10 pages) it would be advisable to prepare one or more "executive summaries," providing abstracts of the major topics and highlights of specific recommendations which will be of major concern for specific target audiences.

Since the District Master Plan should be reviewed, updated, and revised on an on-going basis, it may be helpful to prepare it with numbered sections and sub-sections, in a looseleaf format which can easily be modified as changes arise.

Completing the Master Plan is a significant "milestone" in the path towards effective programming, but it is not the end of the District Committee's role in gifted programming. Its continuing role will be discussed in Section VII.

Section Six: Expectations for Building Level Programming

As a result of studying and applying the material in this Section, you should be able to:

1. Define three preliminary "action steps" for program planning at the school or building level;
2. Define 14 components of an effective School Plan of Action;
3. Outline at least four steps leading to effective implementation of the School's Plan of Action;
4. Describe and give examples of six "Indicators of effectiveness" in a healthy school program, and seven specific criteria for each Indicator.

In this section, guidelines are provided for the initial steps for school planning, and for development of the building or school level "Plan of Action." Each school's Plan of Action should consider the components of the District's "Master Plan," as described in Section V (above). But each school must also take into account its own unique character, culture, resources, and goals. The "group process" considerations, described in Section IV (above) are also important at the school level, since they influence the success of the staff in working together to develop and carry out the Plan of Action.

Working within general parameters of the District Master Plan, each school (building) should be charged with creating its own "Plan of Action." This Plan addresses several major questions:

- What are we already doing to challenge our students, and to recognize and nurture their strengths, talents, and sustained interests?
- What should we be doing?
- What needs to changed, expanded, or added, to help us do the best job possible in this area?"

The Plan should be developed by the staff, or a Planning Committee of the staff, including members of the District Planning Committee.The Plan should consider their school's staff (talents, interests, resources), and the instructional program's strengths, activities, and resources (considering, for example use or redistribution of existing resources as well as requests for new resources).

This section will also describe six major indicators, subsuming 42 specific criteria, for documenting excellence and effectiveness in instructional programming, and provide examples for those indicators and criteria provided by New Hampshire schools.

The First Informal, Preliminary Steps

In Section Four (see page 27), several initial tasks were identified which are important as each school begins its planning for gifted programming. These steps were:

> •**Informal brainstorming** among the staff, to consider existing services ("Programming Positives"). This initial step helps staff members to realize that constructive services are already being provided, so that the task of planning for gifted programming is one of expanding and developing existing commitments, not something new or "foreign" to educators.

Begin with questions such as, "What kinds of activities already occur in our school to challenge students, to extend their learning, or to spark their interests and curiosity? What do we do to "stretch" our students and expand their talents?" Consider any activities: schoolwide, by grade level or subject area, or special projects conducted by one or more teachers. Include consideration of clubs, special areas, community service projects, or any other major commitments in which the staff and students are involved.

The importance of this first step begins with the involvement of staff members in its generation. It is wise to begin by recognizing your present efforts and accomplishments, rather than viewing the task as "correcting all the things we're doing wrong or not doing at all." It is also important, however, to begin with the positives, since these are activities and services which should not be overlooked in the planning process, and which should receive continuing support if they are to be sustained!

> •**Brainstorming a separate "Wish List"** (Asking, "How might we... increase/expand what we do to 'stretch' our students or bring out their best learning potentials, talents, sustained interests?").

After considering what's already in place, turn to the areas which you wish could be created or expanded. Approach this task from the standpoint of "wishing and visioning," rather than merely as a "complaint" session. To accomplish this, pose such questions as: "What are some of the services you wish we could create or expand? What are we only doing in a small way, that you wish could be expanded? What are some things we haven't done that you wish we could try? What are some new directions we might explore? What else might be consider doing in this school to challenge or 'stretch' our students in the future?"

> •**Sorting the "Wish List"** into two categories: those goals which can readily be accomplished, now that they have been identified, and those goals which will require more extensive planning and problem solving to attain. This can serve as a practical starting point for developing the building's Plan of Action.

The existence of the "Wish List" does not help the school if nothing happens after the list has been produced. If the list lingers without action towards implementation of any of the items on it, there will be problems of morale and lack of motivation among the staff. To initiate action in a constructive way, begin with the items from the list that can most readily be implemented. Provide the means and support for an individual or team to begin working on them. Set a time frame for them to report on their progress to the entire staff. For the more difficult challenges on the list, create opportunities for groups to begin working together, possibly as a staff development project, for example, to solve the problems involved. Feed these efforts and goals into the planning process with the committee working on the School Plan of Action.

The initial brainstorming tasks can be accomplished easily in a faculty meeting. In addition to the benefits of working on the tasks themselves, the staff response can also be helpful to identify

prospective members of the school's planning committee. The brainstorming tasks can be initiated simultaneously with on-going planning at the District or SAU Level, and will certainly contribute to the discussions and work that take place at that level.

Some suggestions for carrying out these first steps successfully:

- Involve everyone on the staff. Include non-teaching staff and para-professionals to get input from many different sources.
- Write down everyone's ideas. Do not criticize or praise any of the ideas, and do not stop for long explanations, discussions, or justifications.
- Encourage everyone to contribute any ideas they have, not holding back or "censoring" any of their thoughts. The ideas can be analyzed carefully as the planning process continues.
- Keep the lists which are produced for future analysis. They will be useful in your follow-up efforts.
- Many faculties are quite surprised when they look at the results, especially for the "programming positives" list. A typical reaction is, "I never realized that we were involved in so many different things!" You might consider using your list to develop a catalog or brochure, for your own reference and for parent information or publicity purposes, describing the range of activities and services which are offered every year throughout your school.

Components of the School "Plan of Action"

There are many important components for each school to include in its Plan of Action. Each of these components should be reviewed and discussed thoroughly by the building level planning committee, or by the entire staff. This effort should parallel and build upon the District planning tasks, and a representative from each school should be able to keep the school planning committee informed as to the District Committee's progress and decisions. At the school level, the development of the Plan of Action may require at least six to 12 months of careful planning and hard work. The major components to be addressed in the Plan of Action are:

- *Rationale, model(s), benefits of the proposed programming approach.*

  Sample questions to consider: What model(s) appear best suited to the particular needs and goals of the school? How were decisions made concerning models? What are the plusses and minuses of various models that were considered? Has the approach being considered for your school been used successfully in other similar settings?

- *Establish "fit" between District Philosophy, Definition, and Goals and the School's Plan.*

  Sample questions to consider: What decisions have been made at the District level regarding philosophy, definition, and broad goals for programming? What impact do those decisions have on our school? In what ways might we best reflect District commitments in our plan?

- *Definitions of key terms in the Plan.*

  Sample questions to consider: What technical terms from gifted education are we using? What do they mean? How can we explain them to our staff, students, and parents?

- *What unique elements of the school's "culture," mission, or values have been considered in designing the plan? How are they reflected in proposed actions or responses?*

  Sample questions to consider: What are the established methods of operation in our school—the expectations, traditions, rituals, and rewards which everyone comes to know and expect? What is the "climate" like? How do people in this school feel about being here, about the way we operate, or about each other? What is most unique about our school? How is our culture and climate reflected in our lists (positives and wishes)? How might our Plan of Action reflect our best understanding of who we are and what we hope to accomplish together?

- *How will students' characteristics and needs be assessed?*

  Sample questions to consider: In what ways might we search deliberately for students' strengths, talents, and sustained interests? How might we increase our ability to recognize and respond to our students' unique characteristics and needs? What steps can we take to avoid merely labelling or categorizing our students?

- *How does the regular school program insure challenge, recognize diversity, and offer opportunities for student productivity?*

  Sample questions to consider: What programming positives describe the areas in which we are already doing well to challenge our students and to build on their talents and interests? Do we balance concern for remediation and deficiencies with efforts to locate students' strengths?

- *How will regular school programs be extended, enhanced, or expanded?*

  Sample questions to consider: What are some of the items on our "Wish List" towards which we are already making new or expanded efforts? What specifically are we doing to attain those goals? What initial steps have we taken to address some of the more difficult areas of the "Wish List?" What are some of the changes, expanded services, increased activities, or innovations we will attempt to bring about through gifted programming? How will these efforts be linked to other components of our on-going commitment to quality instruction and school improvement?

- *Who will be involved in programming, and in what ways?*

  Sample questions to consider: What will be the role of classroom teachers in implementing our Action Plan? Who else will be involved? What will be the administrator's role? Will one or more staff members be available to work with other staff members and with students to facilitate the development and implementation of new services and activities? How will faculty members be supported in efforts to improve planning, student diagnosis, and delivery of instruction? What other people and resources will be involved? What age or grade levels will be involved? In what subject or program areas will students be involved in programming?

- *What in-service or staff development efforts will be undertaken to support the plan?*

  Sample questions to consider: What new skills, resources, or methods and techniques will be needed to carry out our proposed Plan of Action? How will we ensure that these will be available, and that the staff will learn how to use them effectively? What training opportunities

will be needed to insure the staff's competence and commitment, and how will those opportunities be provided? How will their impact be determined?

- *What resource and budget implications are involved?*

  Sample questions to consider: What existing school resources will be involved in carrying out the school's Action Plan? What new resources will be required? From what outside sources might additional resources (financial? people? materials?) be obtained, and how? What are the long-range resource implications? If this project is begun, what resources will be required to insure its successful completion?

- *What is the school's time line for implementation?*

  Sample questions to consider: When will the school begin to implement the Action Plan? When will it be reviewed and evaluated? When will modifications be considered? How long will be required for each component of the Plan of Action to be initiated and fully implemented?

- *How does the Plan relate to other projects or programs for school improvement or enhanced effectiveness?*

  Sample questions to consider: Is there a school effectiveness or school improvement project in the school? If so, how will the gifted programming Action Plan be related to it? If not, will such a project or plan be developed, and how will gifted programming be involved in that effort? Gifted programming, considered in a contemporary way, is not an isolated or "stand alone" concern. It can and should be related to many other important planning efforts within the school. These include the N.H. Alliance for Effective Schools' "School Improvement Program"; Long Range Planning for Facilities and Curriculum; the N.H. Comprehensive Guidance and Counseling Project; Instructional Improvement Projects for Drop Out Prevention, etc. *Suggestion:* Go on an "Advance" together (we don't talk about "Retreats!") for staff to set a "vision" and develop a 3-5 year\school plan.

- *What aspects of the plan are unique or innovative?*

  Sample questions to consider: In the Action Plan, what is being proposed that will be new and different for the school? What proposals are extensions or refinements of existing activities or services? How will the Plan of Action contribute to the school's overall progress or "forward motion" towards continuous instructional improvement?

- *What is the proposed evaluation plan?*

  Sample questions to consider: What specific plans and commitments have been made to evaluate the school's Action Plan and its implementation? What criteria will be used to document the effectiveness or impact of the components or activities in the Action Plan? How will evaluation data be used to refine or modify the programming efforts?

Implementation of Effective Programming at the School Level

Once the school's Plan of Action has been developed (and, as determined by District policy, has also been reviewed and approved), the school's major concerns shift to implementation. Many of the specific procedures for implementation will depend upon the decisions made by the school planning committee regarding model(s). As a result, they cannot be addressed in detail in a general

handbook on program guidelines. Individual school Action Plans should be consistent with the school and District philosophy, definitions, and policies, as described in the District Master Plan. They should also be consistent with the specific procedures for identification, programming, staffing, curriculum, grouping, and instruction outlined by the model(s) selected and described in the Action Plan.

Some general suggestions can be offered, however, for enhancing the likelihood of successful implementation of programming at the school level.

1. Phase in programming "action" gradually, beginning with services for many or all students, then expanding to more complex services.

Action at the individual school level should be initiated *gradually,* and may well begin with consideration of several important directions that involve many (or all!) students and staff.

Examples of activities or services for many students, readily incorporated into any school's program, include:

•**Thinking Skills for all students.** A wide variety of programs and resources is now available to guide educators in their efforts to promote higher level, productive thinking among all students. Costa's (1986) *Developing Minds* is a useful collection of brief descriptions of many such programs. *Creative Thinking and Problem Solving in Gifted Education* (Feldhusen and Treffinger, 1985) provides descriptions of published resources which emphasize creative thinking and problem solving in many content areas. *Reach Each You Teach* (Treffinger, Hohn & Feldhusen, 1979) is a practical guide for helping teachers design units using higher level thinking processes.

•**Consider participation in programs which offer motivating opportunities for students' creativity, imagination, and inquiry skills to be expressed and developed.** Examples include such programs as the Invent America or Invention Convention programs, Future Problem Solving, or Odyssey of the Mind (OM) programs. [A word of caution: Be certain to control undue pressures on "winning;" keep in mind that the programs are designed to promote learning and creative problem solving, not just "winning teams."]

•**Undertake systematic efforts to learn about student differences, such as methods for recognizing and responding to students' learning styles.** There are many practical resources for both adults and students to learn more about learning styles and preferences. Examples include *Teaching Students Through Their Individual Learning Styles* (Dunn and Dunn, 1978), the *Learning Styles Inventory* developed by Hanson, Silver, Strong and Associates, or the *Myers-Briggs Type Indicator* (CAPT, 1985).

•**Examine ways to increase community resource use and involvement.** This may include efforts to develop or expand community resource and mentor programs, involvement of community organizations or businesses in partnership programs, the "Adopt a School" program, and development of "artist in residence" or other similar programs. Parents and parent groups may be effective support systems for the establishment of such efforts on a schoolwide basis.

2. Establish ways to search for and review new instructional resources and to create and implement new programming opportunities.

Begin to work on several steps of the informal "Wish List" that was created through the initial, informal brainstorming tasks. Seek many and varied ways to increase the number and kinds of

services that are offered—to all students, and, on the basis of students' particular interests and needs, to individuals and groups. Some examples include:

•Conduct specific activities and make deliberate efforts to notice and respond to students' interests. Appendix D includes more detailed suggestions for interest assessment and development.

•Create opportunities for "Type I" Enrichment (Renzulli, 1977). These activities, referred to as "general exploratory activities," include a wide range of small or large group activities to offer students opportunities to be exposed to new topics or content, and possibly thus to stimulate their curiosity, imagination, and interest. Type I Enrichment includes such activities as guest speakers, field trips, and special interest programs or resources. They may be provided on a voluntary attendance basis, by invitation (when students with particular known interest areas, for example, are invited to a special follow-up session with a guest speaker after an introductory program for a larger audience), or by grade level, subject area, or even by individual class participation.

•Help teachers to be alert to opportunities to identify students' special interests, talents, or strengths which may emerge "naturally," as an outgrowth of their participation in a unit of study or a project in any classroom. That is, within the regular instructional program—when appropriate and challenging learning experiences are offered!—individuals or groups of students may "identify their own strengths," through the questions they raise, the complex or sophisticated work or projects they do (in response to assignments or on their own), or by declaring their enthusiasm for learning more or "digging more deeply" into a topic. These "natural identification" opportunities provide a strong foundation for effective programming responses.

3. Create opportunities for advanced and higher level instruction.

While programming opportunities that arise naturally, as described in the preceding item, are strong and positive, it is also important for the school to include in its programming deliberate efforts to stimulate those opportunities. Such efforts may be related to on-going in-service for the staff, but they can also include other kinds of direct services to students. For example, these may include:

•Advanced courses, seminars, or independent study for students with exceptional background, proficiency, and interest. Students who participate in such courses should be identified on the basis of their specific background, experiences, interests, and ability in that area, rather than merely selected on the basis of global ability scores or ratings.

•Talent pool sections, such as those proposed by Renzulli and Reis (1986), in which the regular curriculum can effectively be "compacted" or condensed, thus providing opportunities for investigation of more complex issues, themes, and problems. Such sections should not consist merely of "piling on" more or more difficult content to be "covered," but should provide experiences to help students learn and apply complex thinking, problem solving, and research or inquiry skills.

•After school or summer opportunities for enrichment and advanced study, which may also be undertaken in cooperation with other agencies such as State-sponsored special programs or special programs conducted by colleges and universities.

4. Respond to individual cases as needs arise.

Gifted programming also challenges the school to respond with flexibility and imagination to meet unique or unusual needs of students as they arise, even though such circumstances may not readily "fit" the schedule, the way we have always done things in the past, or the ways we treat everyone so as to seem to be "fair." Consider asking, "How might we avoid "homogenizing" students, or

treating everyone alike?" There are real differences among peoples' abilities, skills, and interests; several years ago an educational film produced by the Kettering-I/D/E/A Foundation ("The Improbable Form of Master Sturm") posed the issue this way: "Nothing is more unequal than the equal treatment of unequals."

The school's Plan of Action should provide clearly for deliberate efforts to recognize and respond appropriately and supportively to the unusual learning needs and characteristics of any student. Test scores in themselves do not define a specific learning need from which appropriate instruction can be planned; as such, then, test scores should not be considered a defining criterion or "entitlement" for advanced services. It is more powerful and productive to examine specific information regarding a student's background, achievement, skills, goals, and interests. Such an investigation may include test data as part of a more complete profile, of course. The questions to be posed should be: "What are the student's actual needs? How might we best provide a response to those needs?"

Indicators of Effectiveness and Criteria for "Healthy" School Programming

The school's Plan of Action should be directed towards establishing, maintaining, or expanding efforts which lead to a "healthy" school program. No matter what specific model or approach has been selected as the organizing framework for gifted programming, the healthier the school program, the greater the likelihood of its success. Conversely, without the strong foundation of a healthy school program, it is very probable that any gifted programming model will, in the long run, be very limited in its impact and success.

Thus, it is very important to consider the questions:

- Is our school program "healthy?"
- How can we determine its health in several areas?
- What are some of the indicators and criteria that might be used to take stock of, or subsequently to enhance, the health of the school program?

Some educators express the concern that these questions deal with the overall school program, and not specifically with gifted education. The greater your concern and commitment to programming which nurtures and expands the strengths and talents of many students, however, the less bothersome is such a concern. In addition—under any contemporary view of gifted programming—there should be systematic efforts to link or "bridge" gifted education and the regular program. Thus, all efforts to enhance or strengthen the regular program will lead to a more constructive or productive foundation for gifted programming. The general characteristics of a healthy school program might be described in a variety of ways, of course. In this Handbook, we have used as a basic structure six general indicators, described by Treffinger (1986). Within each of the six indicators, seven specific criteria have been proposed, and examples have also been provided. The six indicators are: (A) Individualized Basics; (B) Appropriate Enrichment; (C) Effective Acceleration; (D) Independence and Self-Direction; (E) Personal Growth and Social Development; and (F) Career Perspectives with a Future Orientation

A summary "checklist" is provided on the following page; this can be used as an informal device to assist your planning committee in assessing their perceptions of the school's present status in each of the six areas. Following the checklist, each of the six indicators is presented, with the seven criteria and one or more examples for each criterion.

Criteria For Healthy School Programs: A Preliminary Checklist

This checklist can be used to help you begin discussion of appropriate starting points for your school or District, and to assess your perceptions of your present status in relation to the six general indicators of a healthy school program. Complete this checklist based on your own setting and experience. That is, if you are a teacher, consider your own classroom; if you are an administrator, consider your school. Read each indicator and the brief summary of its criteria. Then ask, "How well are we doing in this area?" Put a check mark (√) in the appropriate column, using the scale:

0= We don't do this, and it isn't a major concern to me.
1= We do this very little, but we would like to do more.
2= We do this some, and we are already working on expanding it.
3= We do this quite well already.
(The N/A column means not applicable or insufficient information to judge it.)

Indicators and Summary of Criteria	0	1	2	3	N/A
Individualized Basics Focus on individual strengths, promoting development of thinking skills, basing instruction on students' actual needs rather than fixed curricular "lockstep;" students' learning styles and preferences are known and used to provide appropriate instruction.					
Appropriate Enrichment Students explore many and varied topics based on their interests; instruction in process and research skills; individual and small group investigations of real problems.					
Effective Acceleration Students placed in instructional groups based on their abilities and needs, not merely age/grade levels; students can work on material appropriate to their needs; students have opportunities to work with others at their own level of ability.					
Independence and Self Direction Students learn and apply skills for managing various aspects of their own decisions and instruction; students have opportunities to create and choose some learning activities and projects, and to learn and apply criteria for evaluating their work.					
Personal Growth and Social Development Students learn to develop positive self-image, to attempt challenging tasks, to respect and appreciate their own strengths and limitations as well as those of others, and to recognize and value differences among people.					
Career Perspectives and Future Orientation Students examine and study future issues, predict the impact and consequences of change, examine a wide variety of careers, and consider their own future interests and directions.					

Indicator A: Individualized Basics

This indicator involves matching student abilities with the demands of the curriculum. It includes all modifications made to a student's schooling based on comparing their ability with the basic requirements of the curriculum. There are seven criterion which describe schools who are successful in this area.

Criterion # 1 Modifications of instruction are made based upon student's unique characteristics, sustained interests and talent areas.

In an elementary classroom, all children are taught the reading and writing process. Help is given on a needs basis and children work on skills they need in order to be better writers and readers.

Mary's 2nd grade teacher realizes Mary's test scores indicate above average ability in vocabulary skills. Mary is pre-tested on spelling words which will be taught this grading period. She scores over 85% correct on the spelling words. As a result, her teacher eliminates the regular classwork in this area from Mary's classroom activities. Mary uses this time to become involved in more advanced reading material and working on simple science experiments which are of interest to her.

In the 10th grade advanced Social Studies class, Brian indicates that he is already quite knowledgeable about the American Revolution. By asking a few questions related to the textbook's chapters on this topic, his teacher recognizes that Brian can be excused from the usual classroom requirements. In place of the regular requirements, Brian contracts with the teacher to conduct a project related to interviewing local history buffs to find out more about the community's role in the Revolution.

Criterion # 2 Learning Activities employ higher level thinking skills (e.g., Bloom's Taxonomy).

In a grade 7-8 setting, students are asked a number of "why" questions about the literature they read in addition to the more typical "who, what when where and how questions."

An elementary teacher, who has been involved in Talents Unlimited training, changes the way she asks questions in her class. Beyond recognition and recall questions, her daily routine now includes questions that call for the students to demonstrate productive thinking, predicting or forecasting, decision-making, and communicating their own ideas.

The fourth grade teacher developed challenge questions and activities for advanced students as part of the math program. These questions and activities usually involve word problems which require several steps and processes to solve. Students are also urged to "challenge" the teacher by creating their own complex math problems to be solved.

In a seventh grade class, the teacher evaluates the end-of-the-chapter questions in the science book. She discovers that most of the questions in the chapter on the circulatory system are simple recall. She develops alternate questions which emphasize the higher levels of Bloom's Taxonomy such as analysis, synthesis and evaluation. For example, "Name the parts of the heart" becomes, "You are a red corpuscle. Describe what your trip through the heart would be like."

Criterion #3 Learning activities provide opportunities for creative thinking (e.g., fluency, flexibility, originality and elaboration).

An enrichment program teacher developed a series of lessons to be used by teachers in the regular classroom. One example, which is designed for October but could easily be adapted for March, involves first graders. Using old magazines or catalogs, students cut out pictures of as many things as they can find that are orange. All pictures are pasted on a large pumpkin outline. Over the course of the month of October, more pictures are added. Students can shoot for fifty pictures of orange things by Halloween. When the collage is finished, a face is added. During March, a large shamrock could be filled with pictures of things that are green.

Designed to be taught during November, this activity involved the reading of one of Rudyard Kipling's "Just So" stories followed by a discussion of how the turkey got his gobble. As a final wrap up, students write their own "How the Turkey got his Gobble" story.

Another seasonal example (designed for December) involves showing a picture of a sleigh. Children use the SCAMPER technique to design their own original sleigh. Both these lessons were used with second graders.

As a special project in a high school science class, the instructor first teachers the creative thinking techniques of SCAMPER. Students look at examples of real inventions (telephone, lightbulbs, etc.) to see if SCAMPER might have been used by the inventors. They then form small groups to use this technique to develop a simple invention, improve an existing product or solve a problem.

Criterion # 4 Learning activities provide opportunities for critical thinking (e.g. inference, deduction, comparison, classification, observation, decision making).

In a first grade classroom, children are introduced to decision making skills by learning about alternatives. The teacher reads a story to them and asks what the main character chose to do. She then asks for other ways the character may have solved the story's problem. For each alternative the children look at the "best" thing that could happen if each alternative were chosen and the "worst" thing that might happen.

A middle school language arts teacher begins a unit on writing editorials by having students read editorials from the newspaper. Each editorial is carefully analyzed to determine which statements are fact and which are opinion. Students then attempt to write two editorials—one which is totally opinion and one in which the opinions are supported by fact. These are critiqued and discussed by all class members.

A high school teacher asks her class to read a short story. Afterwards, she presents several statements and asks the class to judge whether each is true, false, or uncertain. They discuss what enables them to make these decisions. When a statement is not clearly true or false, she asks whether or not the statement is a reasonable inference, and asks the students to support their view with evidence from the story.

Criterion # 5 Learning activities include opportunities to master and apply systematic problem solving methods.

An elementary classroom teacher assigned the students a report and asked the G/T teacher to come in to teach the students how to do the report using Creative Problem Solving (CPS) techniques. The reports she received as a result of the students' efforts were the best she had ever gotten from a group of students.

In a grade 3-8 art program, the works of René Magritte and Chris Van Allsburg are being used to train students in CPS. The problem statement is "In what ways might we make real objects surreal? The product for the students is a surrealistic drawing done in black and white poster paint.

For a Christmas play, one teacher used CPS to organize, find or make all the necessary props. In addition CPS was used to organize who would do what to make sure the play props were ready.

In a seventh grade, students have been taught a problem solving process. They are now using this process to design a personal fitness program in their P.E. class. Students are asked to identify possible problems associated with the statement, "America's young people are not physically fit." They focus on one aspect of the problem for attack, coming up with a variety of solutions, choosing one based on specific criteria and planning how to implement the solution.

A group of high school students worked with the Director of the school's Learning Resources Center, applying CPS to redesign the "pass" system to make it easier for students to have access to the Center, and to increase students' independent use of the Center's resources.

Working with the Superintendent, a group of high school students used CPS to redesign completely their school's parking lot and traffic flow system, increasing its efficiency and making the area safer during busy traffic periods.

Criterion # 6 Learning activities recognize and respond to the student's learning style preferences and needs.

To accommodate a variety of learning styles, the 11th grade chemistry teacher offered the students a number of options for proving they understood the concepts presented. Students could give a summary of each chapter's content through oral explanation, a teacher made written test, a written report, drawings and diagrams or a teacher approved, student selected independent project. Students varied their efforts for each chapter.

During math class, students receive both visual and auditory input through use of the overhead projector. In addition, students are allowed to check problems one at a time with someone else or to work in small groups to solve problems they are unsure of. Students who wish to do so, do not have to participate and may work at their seats on the written assignment.

Criterion # 7 Instruction involves many and varied student activities and groupings within the classroom.

During a science unit on oceanography, students worked in several ways based on individual choice. Options included: working in groups of four to develop an underwater living unit; working alone writing a research report; building dioramas or models or mobiles to show what they have learned. All activities carried certain point values, so students' work can be easily graded/compared.

Anna has been identified as a third grader with high verbal and writing ability. So far this school year she has written and produced a puppet show with other high ability third graders, participated in an accelerated reading program, created a game entitled, "Famous Heroines" and participated with a small group of third, fourth and fifth graders in presenting a Friday afternoon "student news" program over the school's public address system.

Indicator B: Appropriate Enrichment

This indicator involves the ways in which a school system or school attempts to provide appropriate enrichment activities for its students. It includes opportunities for students to explore new topics, training opportunities in appropriate process skills such as creative problem solving, research skills, etc. and opportunities for students to independently pursue their individual interests and conduct independent investigations.

Criterion # 1 Students are provided opportunities to explore many topics, extending beyond the regular or prescribed curriculum.

In an elementary school (grades 1-5) all students participate in two sessions (each is six weeks long) of an Activity Period. Students choose from among a wide variety of courses. Parents, faculty and staff offer the courses.

An after school enrichment program blends activities such as architectural design, storytelling, dance, computer club, gymnastics, photography and French into a program that enriches students' opportunities to pursue or explore student interests.

In one school, mini-courses are offered once or twice a year for an hour to an hour and a half per week to students in grades 4-6. At preliminary sessions, students are given an overview of each course and asked to list their first three choices. Following the end of the course, evaluations are filled out by teachers, parents and students. Over 30 choices have been offered at various times including fly-tying, calligraphy, outdoor survival, weaving, puppetry, etc.

A high school regularly schedules "Seminars" for students. These seminars are conducted by guest speakers from a variety of fields—the arts, academia, business, technology, etc. The seminars are offered during study hall periods as an option for interested students.

Criterion # 2 Student's interests are used as the basis for exploratory activities.

A second grader became fascinated by the moose from Vermont who seemed to be courting Jessica the cow. The teacher allowed the student to research the event which led to a poster with photographs and information about the moose.

The teachers in a middle school conduct a student interest survey each year. The results are tabulated to help determine various topics and types of enrichment to be scheduled for the year. Each grade level plans periodic enrichment opportunities based on the student's interests. In 1987-88, for example, major 8th grade interests were the Olympics, studying foreign languages and music.

Criterion # 3 Students have opportunities to develop and practice research, inquiry and investigative skills.

Example: In a junior high setting students are required 4-5 times a year to research one aspect of their Social Studies curriculum. As a result of careful guidance and study, students produce essays, biography, collages, or other independently-completed products.

In a third grade class, students learn how to conduct interviews to collect research information. The students practice developing and asking questions and arranging interviews in class with the teacher and each other. A guest is brought into class and interviewed by the students. They compile their information and as a group develop a short article based on the interview for the school newspaper.

Criterion # 4 Students have opportunities, individually or in small groups, to investigate real problems.

In a high school setting, the student council discusses a local problem such as waste removal or a by-pass route and brainstorms possible solutions for such problems. In another high school, the Student Council uses a problem solving approach to redesign the building's after-school club and activities programs.

A group of second graders who were learning about planets and moons were dismayed to learn that Earth's moon did not have a name such a other moons (Io, etc). They decided to correct this mistake. They listened to stories of Greek mythology and wrote their own Greek myth about the moon. They sent their story and suggestion for a name to NASA who responded favorably to their idea. (Unfortunately, NASA told the children they were not sure that they had the authority to name the moon.)

A group of 4th graders worked with the Principal of their school on the problem on noise levels in the school cafeteria. The students implemented the solution which the Principal thought was best (which involved arranging for music to be played during lunch times.)

Criterion # 5 Students have the opportunity to conduct first hand investigations leading to original products.

A group of first graders spontaneously wrote reports about birds and drew posters after a science lesson. Some used the computer to write the reports.

Kathleen, a third grader became interested in cartooning. After reading several books on the topic and collecting cartoon strips to analyze, she created her own cartoon book with a character named, "Sammy, The Soccer Ball." The character became so popular with her classmates that Kathleen continued to develop stories to share.

A group of sixth graders were concerned about the issue of treatment of research animals in laboratories. They created a six minute film which told the story of a scientist and a white mouse who exchange places in a lab. The film was shown to an audience of adults at a local humane society meeting.

Criterion #6 Students have opportunities to share their products and accomplishments with appropriate audiences or through appropriate outlets.

In a first grade classroom, a parent volunteer worked with a group of artistic children to create drawings and models of futuristic buildings. These were displayed in the local library and received local media coverage in the form of newspaper articles.

Advanced high school German students wrote a marionette version of the tale "The Princess and the Pea" and performed it in German for an elementary school with an announcer to translate.

Nine students in grade six entered their projects in an Energy Fair at UNH Durham. These projects stemmed from regular classroom instruction in energy.

Students in grade six wrote and illustrated stories which they then read to K-1 students.

In a grade four regular classroom setting, students had just finished a unit of conservation. They were asked to bring in trash from home. Students then proceeded to create useful objects from the trash and write advertisements for their new products.

In a heterogeneous junior high setting, students were required to invent something that solved a problem. All inventions were judged by students. The finalists were judged by New England Telephone engineers and the winners were entered in a national contest.

Criterion # 7 Students have access to many and varied resources including materials (books, media, technology) and people from within the school or throughout the community.

One junior high enrichment program student who had participated in a veterinary medicine class now travels to a local veterinarian's office once a week to assist the veterinarian in research.

In a G/T junior high setting, members of a media class showed their finished projects on a local cable TV channel. All students who get cable can then view these products in their homes.

Indicator C: Effective Acceleration

This indicator involves insuring that students spend only the amount of time they need to master materials, no more and no less. Through effective acceleration, students can finish regular curriculum early and move on to pursue more advanced materials.

Criterion # 1 Students are placed in appropriate instructional activities based on their actual needs and abilities.

Students in grade six who tested at grade level 12 or higher on a reading test in vocabulary and comprehension participate in a literature class of their own. The emphasis is on literature and Junior Great Books.

Young elementary students who are advanced in math skills meet once a week with a parent who serves as a volunteer math tutor. During these special sessions, the students are involved in simulations which utilize their advanced skills. Simulations have included "Stock Market", "Architectural Design" and other math related areas.

Criterion # 2 students are encouraged and given opportunities to pursue learning activities at their own pace.

In a third grade classroom, the teacher allows students to work on math at their own pace. She has had several students finish the math book almost on their own. Running the math program in this way gives the teacher a great deal of flexibility in teaching methods including small group, one on one, peer teaching and large group presentations.

Because of the rapid rate at which some students read and absorb information, the secondary math program enables certain students to move through the curriculum at their own, faster-than-usual pace. A group of mentors has been located to provide assistance to those students who complete the regular program and need special assistance in more advanced studies.

Criterion # 3 Different individuals and groups of students may be working on varied tasks or activities at any specified time.

Junior high enrichment program students are given a pretest in grammar. Time is spent only on unknown topics which allows more time for writing and exploring literature.

In an elementary G/T resource room, students come in at various times and work on independent investigations and creative products. On one day, for example, there are six children in the room each engaged in a separate activity. One is writing a play, one is developing a math game, one is creating a filmstrip on ballet dancers. Another is researching the space program while still another is writing letters requesting information on an immunization program.

In a high school math program, students develop individual contracts to fulfill class requirements. Optional or advanced activities often include a choice of accelerated or advanced learning opportunities, special projects or participation in a math mentorship program.

Criterion # 4 Advanced resources, materials and learning activities are provided or are available to students according to their actual needs and abilities without rigid "grade level locksteps" in the curriculum.

In a high school Algebra I class, the more able students were given less work and allowed to take individual tests when they were ready. Several students went far beyond the regular curriculum.

Allison, a fourth grader, developed an interest in Sherlock Holmes and the field of detective work. When resources in the elementary school library proved insufficient to satisfy Allison's curiosity, the media specialist arranged to have more advanced reading materials made available through the local high school.

Criterion # 5 Deliberate steps are taken to diagnose or identify accurately the actual instructional levels and needs of students at higher levels of progress or accomplishment.

At the beginning of each school year, fourth grade teachers in a particular school pretest all incoming students using a series of cumulative skills tests they have designed in the areas of math, spelling and reading. Material and skills for which a majority of students show proficiency are eliminated from the curriculum to provide time for acceleration and enrichment activities. Students are retested periodically to ensure that they have mastered all skills areas.

Criterion # 6 Students have opportunities to interact with others who share similar abilities and accomplishments in areas of common interest.

In an enrichment program, students from various grade levels meet and work on activities together. Despite the differences in age, students have much in common and friendships develop across grade levels based on interest and ability.

In a regional high school, students with interest and ability in drama and playwriting have formed a guild. The guild meets on a regular basis under the direction of the secondary drama teacher and members of the community theater group to encourage students to share interests and creative products.

Criterion # 7 Students have an opportunity to participate in challenging courses or instructional activities across grade levels or school units.

Students in grades 6-8 are grouped in math according to ability and achievement rather than age.

A high school music program has several choral groups which focus on various types of music (show tunes, rock, blues, etc.) Talented students at any grade level may participate in these groups.

In an elementary enrichment program, a mentorship program has been started. Students of all grades with specific areas of interest may enroll in a variety of mini-courses meeting with mentors for in-depth discussion.

Indicator D: Independence and Self-Direction

This indicator has to do with the ways in which we encourage students to be in charge of their own learning. It involves giving them the process tools they need as well as the experiences necessary to become lifelong learners or self-directed learners. It includes the dimensions of decision making, research skills and evaluation skills.

Criterion # 1 Students have opportunities to establish their own goals and objectives for certain projects and tasks.

An eighth grade class, dissatisfied with their introduction to the junior high, developed a guidebook and a whole "Step-Up Day" which included tours and presentations on junior high options.

In a regular third grade class, the students set a goal of reading 100,000 minutes. Each month various themes were developed and each student developed an individual reading goal. Parents were very cooperative.

When two students in his class showed competency in all math skills to be taught that semester, a third grade teacher encouraged them to discuss and outline math activities and projects they would like to be involved in. The students chose to begin learning computer programming. The teacher enlisted the aid of a mentor to guide the students in their self-selected activity.

Criterion # 2 Students have opportunities to learn and use appropriate methods for locating their own materials and resources.

In an enrichment program, students were introduced to the *National Geographic Index* which lists all the articles in National Geographic. Using old piles of *National Geographic Magazines*, students went on a "scavenger hunt" to track down various authors, articles and resources. This activity was designed to introduce students to the idea of Magazine indexes and was followed up by a trip to the library to use the *Reader's Guide to Periodic Literature*.

High school students interested in the study of fossils were instructed by a paleontologist as to how to collect specimens, find resource people and materials to aid in identification and conduct laboratory tests to determine composition, age, etc. The students then employed the methods of professional paleontologists in conducting their own weekend field expedition and follow-up activities.

Criterion # 3 Students have opportunities to work with their peers to establish criteria make decisions and evaluate progress and products.

Third grade students in a G/T setting worked to develop a list of criteria for "what makes a good toy?" They then created a toy of their own which was judged by the children.

In a third grade regular classroom setting students worked in pairs on a reading/math activity. Students collected data about favorite foods and created graphs describing their results.

In a primary art class, students worked in pairs to build structures out of oaktag that were as tall as possible. As a follow-up, students worked with boxes of various sizes to build tall, stable structures.

Barry, a fifth grader interested in whales, wrote a short story about a baby whale's adventures off the coast of New England as his independent investigation in language arts. Before submitting his

story for publication in the student literary magazine, Barry asked several teachers and fellow students to read, critique and correct errors on copies of his story. He used these suggestions to make his final revisions.

Criterion # 4 Students are guided in learning and using appropriate methods for realistic self-evaluation.

In a fifth grade class, students are given the opportunity to evaluate their progress as learners during each grading period. On their own separate report card which will accompany the teacher's evaluation home, students reflect on progress they have made and areas which need improvement. There is also a place for them to make comments on their own educational growth... Parents are required to sign both the teacher's and the student's version of the report card.

A counselling program in a high school has been implemented which is designed to help students learn to set goals and to realistically evaluate themselves and their endeavors.

Criterion # 5 Students are encouraged to apply independent learning skills to plan conduct, evaluate and share individual and small groups projects and products.

When students presented their independent studies to the other members of an enrichment class, their peers were supplied with a criterion checklist. Each student filled one out for all other students, and also filled one out for him/herself. The checklists were teacher developed the first time, but subsequent activities involved student generated checklists.

Students in a high school independent study class spend the first week of the semester discussing and listing the steps that are involved in completing any independent investigation. Using these student developed guidelines, the students individually create a "management journal" designed to help them select a topic, focus on a problem to be investigated and identify a product and audience. The journals are then typed and reproduced into usable booklets by students in the advanced typing class.

Criterion # 6 Students learn to use contracts, learning agreements and other management or record keeping resources accurately and effectively (in small groups and independently).

An eighth grade math student finished the year's work early but could not enroll in Math 9 due to scheduling conflicts. He developed a list of projects he wanted to accomplish during math time.

Criterion # 7 Students work in an environment which promotes opportunities to learn and apply cooperative group processes and skills.

In a regular fifth grade class, students are grouped for spelling study groups heterogeneously. Each week, students work together to learn the words for the final Friday test. On Friday, students receive two grades; their own individual score and a "team average" score. The team with the highest average receives a ticket good for one free day of spelling during the following week.

During a unit on oceanography, students work together in cooperative groups to plan out an underwater living unit. They use Creative Problem Solving to deal with issues of light, food, recreation, power, etc., all based on the premise of living underwater in the ocean.

Indicator E: Personal Growth and Social Development

This indicator has to do with the ways in which the curriculum and the environment foster high levels of self-esteem and a strong sense of the worth of all individuals. Not only should students feel good about themselves, they should also have respect for and tolerance of individual differences in style ability and temperament.

Criterion # 1 Students have the opportunity and encouragement for the development of a positive self-image.

At the beginning of the school year, students are given the opportunity to create a "ME" badge. This badge shows the students favorite subjects, foods, etc. These badges are worn and then displayed in the room.

In the third grade, one teacher has an activity with which she ends every unit or major topic of study. Students discuss what was too easy, too difficult and what needed improvement in the way the unit was presented. Next, they discussed what they personally gained from the lessons and ways in which they improved or did not do well. Such discussions and evaluations encourage the children to look at positive aspects of their school progress as well as demonstrating that their ideas and suggestions for classroom instruction are valued.

The 12th grade students in a human development seminar class have been looking at the role of positive self-concept in the development of potential. They are now involved in a class project to find out where information about self comes from. They are to observe and record interactions between teachers and students and students and students to determine the number and type after sharing the results of the activity, students will explore "messages" they have received about themselves and how these messages have affected performance in school and in other areas.

Criterion # 2 Students are encouraged to work individually and cooperatively on challenging tasks to advance both individual and group goals.

In one elementary school, the Outdoor Education Program offers many opportunities for student involvement. Contributions are made both individually and cooperatively and challenging tasks are faced.

Students in a fifth grade class have chosen to produce an animated film about cooperation on the playground. The student's goal is to enter their film in a local student media festival and to show the film to other students. Initial meetings with students have revealed that they will need to set aside individual differences in order to accomplish this task by the deadline date. The students decided to divide responsibilities based on strengths and interests in order to accomplish their task.

In the high school art program, a group of 15 talented and interested students from grades 8-12 have been selected to design and paint murals on several of the school walls. The students develop ideas and plans on an individual basis. These ideas are then submitted to the group for consideration and refinement and are voted on by the student body. Students then work in self-appointed groups in the execution of the paintings.

Criterion # 3 Students are encouraged to recognize and accept their own strengths and needs and those of others.

A teacher in a sixth grade regular classroom explained what a validation statement was and asked each child to write such a statement about every other child. Children wrote these statements on paper that was pinned to each pupil's back.

In a resource program for highly creative students, the teacher is using bibliotherapy to help the students accept and appreciate their own differences as well as differences in others. Each student has selected a famous creative adult to read about. They are discovering characteristics about these people that made them different but also made them special and talented. The activity will end with students discussing their personal differences.

Criterion # 4 Students have opportunities to express, clarify and demonstrate respect for feelings and values.

After reading a story in a junior high English setting about growing up poor and black during the 1930's students participated in a simulation in which some students were treated well and others were ignored. After this experience a discussion followed.

Students in a ninth grade language arts class are participating in simulation activities in which people with blue eyes do not have the same rights as those with brown eyes (can't sharpen pencils, must leave class last, can't sit in the front, etc.) After a thorough discussion of resulting feelings and reactions the students will discuss sources and results of prejudice and select a novel to read which reflects this issue.

A fourth grade teacher is encouraging writing as well as reflection by urging interested students to keep a journal of feelings. Students are free to write about any topic and express any feelings they may have. The teacher does not grade the journal but responds in dialog form.

In a 12th grade academic seminar program, the teacher uses the Socratic method as well as coaching for instruction. Students are asked questions about content material designed to elicit their opinions and beliefs. When the teacher detects diverse views among his students, the issues are explored in-depth with students leading the discussions.

Criterion # 5 Students are encouraged to develop and demonstrate positive attitudes towards learning and thinking.

In an elementary school, the principal lets individual students know privately and specifically that they are doing a good job. In addition, through giving out "Principal's Awards" for progress, improvement, citizenship and effort, the principal honors and affirms the importance of learning and thinking.

Teachers in a middle school have organized an enrichment program to share their diverse interests and model their love of learning with the students. Once a month, teachers trade classrooms and become "guest presenters". In these sessions, they conduct a presentation on a topic or hobby of special interest to them and not related to their teaching subject. Presentations have been on meteorology, French, cycling, fencing, horticulture and other diverse topics.

Criterion # 6 Students have opportunities to help and support each other , to learn with and from each other and to work cooperatively on commonly held important goals.

Students in advanced Geometry class have formed study groups to help them prepare for tests and exams. Each study group has an initial meeting with the teacher to develop their own expectations, responsibilities and guidelines. Following each exam, the groups discuss ways to improve the effectiveness of their study sessions.

In a local district, high school students may serve as mentors for elementary and middle school students who are involved in an independent investigation. The mentor is matched with a younger student based on a common interest. Seth, a tenth grader, is presently meeting with Allison, a fourth grader, once a week at her elementary school to help her with an astronomy unit. Allison wants to create a planetarium for her school.

Criterion # 7 Students are encouraged to develop confidence in their own ability to think creatively and critically and to solve problems.

During the second semester of the school year, after training students in Creative Problem Solving, one elementary teacher encourages students to problem solve on their own. Issues that come up in the classroom are dealt with through discussion and students are encouraged to come up with solutions of their own which the teacher agrees to abide by, providing the decisions meet certain minimal criteria.

In a kindergarten class, the children expressed unhappiness at the appearance of their playground. The teacher guides them through the problem solving process and the children decide to paint designs on the playground to give the area a more cheerful appearance. While they eagerly create the designs, they decide they are not coordinated enough to actually complete the barrel paintings. The kindergartners select several fourth and fifth graders to complete the designs. Once the decorated barrels are back on the playground, the children survey the rest of the school regarding the newly decorated playground. The project is seen as a success.

Indicator F: Career Perspectives and Future Orientation

This indicator has to do with preparing children to live in the future. No matter what age they are, students need to be aware of the importance of planning for the future, not only their own, but that of their society. Personally, children need to be aware of the variety of careers that are available to them AND the necessary educational steps that must be taken to reach those goals. In addition, it is important that students have an awareness of the ways in which change can be effected so that they feel capable and empowered to help plan the future of our world.

Criterion # 1 Students have the opportunities to consider the nature and consequences of change in our world.

In a 5-6 combination elementary regular classroom, students watched a TV show depicting possible changes to the earth following a nuclear war. Students then discussed the question, "In what other ways might world leaders express their feelings?"

A group of interested sixth graders are investigating environmental changes in their region over the past 200 years. They are comparing information about their region with scientific research reports of global environmental change. Students have discussed these environmental trends and are presently developing possible future scenarios for their community that could come about as a result of these changes.

In an advanced level 11th grade science class, students are involved in a combined science/social studies activity focussing on the impact of biomedical technology on 1) the quality of human life and 2) the nature of medical services to individuals. Questions regarding the changing nature of medical ethics are also being examined from a historical perspective.

Criterion # 2 Students have opportunities to predict, assess and investigate various alternative futures and their implications for the future.

In a K-5 elementary school the Future Problem Solving Program introduces students to problem solving and future orientation. At the elementary level, a non-competitive division helps the students learn the CPS steps without great "pressure to perform."

In a local community, several high school students help the school board plan for future population growth and changing educational needs. As part of an independent study, they are helping the board by gathering demographic information about their community.

Criterion # 3 Students are encouraged to become aware of many career possibilities.

At the high school level, students are specifically taught how to investigate and obtain more information about careers that may interest them.

At the junior high level, students brainstormed a list of careers and then examined the skills necessary for five careers they were interested in. They then related those skills to subjects they were currently taking or planned to take in school.

Prior to signing up for high school courses, students take a career interest inventory. Results are tabulated and students write research or attend talks by career experts.

At the fifth grade level in a regular classroom, all units are tied to career awareness. At the end of each unit, students have a discussion and list all the careers that might involve this topic. Speakers are used whenever possible.

An eighth grade G/T teacher has her students participate in an activity called "Wildest Dreams." Students choose a "fantasy career", rock star, president, CEO, etc. and list all the things they associate with the career. Next they investigate the realities of training, opportunities, benefits and lifestyles involved through interviews and research. The activity ends with the students comparing their "stereotype" of the career with its reality.

As part of schoolwide enrichment activities planned each year, guest speakers are invited into third and fourth grade classrooms. These guests represent career areas related to topics being studied. For example, when Pilgrims were the topic at Thanksgiving, an historian came in to talk about his job. When types of rocks were studied in fourth grade science, a state geologist visited the class to discuss her profession.

Criterion # 4 Students are encouraged to consider and appreciate the value of lifelong learning and appreciate the value of lifelong learning and futuristic thinking.

In an elementary classroom, one teacher makes specific references to the courses she is taking, often introducing a new teaching technique by saying, "Here's something I learned about in a course that I'm taking and I'd like to try it with you." In addition, the teacher mentions other people who are taking courses in order to instill the idea that learning can occur at any age.

In a first grade class, students interview each other to discover things they are learning about and doing *outside* of school. The information is shared on a "Learner's Bulletin Board" and discussed to encourage all types of learning experiences in class and to encourage diversity of interests.

Criterion # 5 Students have opportunities to investigate the nature, causes and possible solutions for both present and future problems in the community country or world.

Every October, students in a fifth grade classroom learn about the work of UNICEF and the way in which it helps children. Issues such as world hunger and third world countries are discussed. At the end of October, the students run the "Trick-or-Treat for UNICEF campaign. Over the last two years, more than $3000.00 has been collected and sent to UNICEF. After the totals are announced, an assembly is given detailing all the things that can be achieved through the money they've earned.

In a high school independent studies program, tenth graders can participate in volunteer work to partially fulfill academic requirements. Leslie has investigated and reported about hunger in America. She is now involved in helping a community set up a food assistance program for low-income families.

Criterion # 6 Students are encouraged to read and examine many historical views of the future and to compare these views with current trends, events and projections.

During a unit on fantasy novels, top reading students in fifth grade read at least one Jules Verne novel. The students then compare Verne's scientific vision with the current reality. Various discussions are held to try and determine what current themes in science fiction or fantasy might turn out to be true.

Students in an eighth grade history class collect information from old newspapers, pamphlets, books, articles pertaining to past "World Fairs" and "World Expositions" (from the 1800s on) to learn various opinions as to the future of machines and technology. Cited predictions from the 1800s to the mid 1900s will be compared with information about the present status of technology. Students will chart and display in early predictions and the subsequent degree of the accuracy of these predictions.

Criterion # 7 Students have opportunities to observe, interview and analyze experiences and events of the past, present and future from many perspectives.

In a fifth grade reading group, students participate in a three week "news" unit. Using newsweeklies, newspapers and other sources such as radio and TV news, students compare and contrast the various methods by which the news is presented. Students are often asked to compile "scrapbooks" about a story they are interested in, collecting articles over the course of the story and underlining the key facts in each article.

In a high school social studies program, students work in small groups to research various viewpoints about an historical event. The students then rewrite the event in the present tense and conduct a survey regarding the attitudes toward this "new" event. Their findings will be shared and compared with the views expressed at the actual time of the event.

Section Seven: Continuing Role of the Committees

As a result of studying the material in this Section, you should be able to describe and explain the continuing responsibilities of the District and Building Committees in relation to four areas:

1. Preparation for implementation;
2. Implementation and Management;
3. Evaluation and Long-Range Planning
4. Communication and School-Community Relations

The role of the District and Building level Committee does not end once an the initial Master Plan or Building Plan of Action has been prepared, although their roles will change in several important ways as they progress from the planning process into actual implementation efforts. In gifted programming specifically, as well as in school improvement generally, a sense of "incompleteness" is healthy— recognizing that accomplishing effectiveness or excellence in programming is an on-going process, rather than a single "event" that can be "started and finished."

As some important goals are attained, new ones emerge. As innovation occurs within a school, a climate is established in which more new ideas can be encouraged in the future. Growth must be planned and well-managed, to be sure, to avoid a "helter skelter" approach in which nothing seems stable for very long. But at the same time, it is also necessary to avoid the dangers of complacency, failure to examine carefully the strengths and weaknesses of the program over time, or rigidity in the face of changing circumstances and needs. In this Section, then, the continuing role and responsibilities of both committees will be considered. These tasks have been grouped into four general categories: preparation for implementation (the "start up" phase); implementation and management; evaluation and long-range planning; and, communication and school-community relations.

Preparation for Implementation

After the Master Plan has been drafted by the District Committee, it should be reviewed thoroughly and adopted explicitly by the District. To prepare for implementation of the Master Plan, the next group of tasks involves promoting and supporting school or building level planning efforts, supporting resource development and allocation; sharing, discussing, and updating the Buildings' Action Plans; considering resources needed and resource allocations; and stimulating staff development opportunities.

Promote and Support Building Efforts

The District Committee should assist and support the efforts of each school to create its own Plan of Action. Since the District Committee's membership should include representatives from each building, and since staff members should have opportunities to review and offer input to the final form of the Master Plan, coordination of building Plans within the parameters established by the

District Master Plan should not be difficult. Each school's Plan of Action may be reviewed by the District Committee, however, to offer feedback and constructive suggestions, and to promote effective communication and coordination at the District level.

The District Committee's support for building level efforts should also extend into programming opportunities. For example, if special opportunities arise to bring unique resource persons or groups (e.g., artist or writer in residence, performing arts groups, etc.) to the District, it may be more efficient to coordinate arrangements and to schedule individual building visits through the District level than through each building acting independently. It may also be possible at the District level to help increase all schools' awareness of such opportunities

Sharing, Discussing, and Updating the Buildings' Action Plans.

The Action Plan for each school is not a static, fixed document, but rather a flexible, dynamic plan that should be examined as an on-going process. It is essential for the school's staff to have regular opportunities for input regarding the plan's implementation and growth. It can also be valuable to share the plan with parents and community members, so they will be knowledgeable about the school's programming philosophy and practices and to invite their contributions to carrying out the plan where appropriate. The building level Action Plans should also be reviewed and discussed regularly by the District Committee, to support program development as well as for the purposes of monitoring or evaluating program implementation and outcomes.

Resource Development and Allocation

The District Committee can continue to play an active role through coordinating and reviewing resource requests from each Building, synthesizing individual school requests into an overall fiscal plan or proposal for gifted programming, promoting cooperative or shared use of certain resources among buildings, and preparing proposals for grants for various aspects of gifted programming within the District.

The Committee should also serve as a "conduit" of professional resources and information for all staff members, through such services as: subscribing to and circulating appropriate magazines and professional journals, circulating information about conferences, workshops, or graduate study opportunities, or promoting opportunities for visitations to other programs or participation in networking or consortium activities within the local area, state, or region.

The District Committee's role in reviewing school Action Plans also includes considering the resources which will be required to implement those plans and offering feedback regarding possible sources for the needed resources.

Stimulating Staff Development Opportunities

Another important role for the District Committee involves planning, organizing, or conducting in-service or staff development opportunities. The Committee can provide leadership within the District to insure that provisions are made within existing professional development programs to help staff members throughout the District to increase their confidence and proficiency in recognizing the unique characteristics, needs, and interests of capable students. The Committee can also initiate new directions for in-service, or promote and enhance innovative staff development approaches that are already in place, to help support the District's overall efforts to apply contemporary principles and evidence regarding professional development (e.g., Joyce, 1980; Joyce & Showers, 1983; *Gifted Child Quarterly,* Summer 1986).

In-Service or staff development within any building, or on a District- or SAU-wide basis, should be designed to provide **all** staff members with new ideas and information; to be effective,

however, it must also help the staff to use, practice, and modify in their own setting what they have learned in the in-service programs. This can also help to convey the importance of "ownership" of gifted programming by the whole staff (so gifted programming is not simply regarded as "what someone else does to certain students"), and to reinforce for the staff an important principle: instruction that promotes the development of "gifted behaviors" involves methods, techniques, or strategies that can and should be employed in the regular classroom, not just in a separate setting.

Implementation and Management

The second set of continuing tasks involves the actions that are important for successful implementation of the Master Plan and each building's specific Action Plan, as well as tasks relating to effective management of programming.

Diagnostic Assessment of Student Characteristics and Needs

The building committee, or a sub-committee of it, can also perform a valuable service by functioning as a "diagnostic study" team, to support the school's efforts to look closely at the unique characteristics, strengths, talents, and sustained interests of students in the school. There may be cases in which there is a need to conduct a detailed case study or to develop a "profile" for a student, in order to best determine his or her needs and to define the services which should be provided. Many schools already have "Child Study Teams" in one form or another, but these are usually occupied almost completely with cases in which the main emphasis is on remediation, deficiencies, or learning problems. The building committee's role in gifted programming is to insure that there are also specific efforts made to recognize and plan for students' strengths and talents. This task involves studying carefully any students whose history and status suggests difficulty in understanding the child's needs or special conditions, such as great variations in performance in different subject areas or difficult circumstances at home or in school. In such cases, the student's learning may best be promoted through input and discussion by several staff members. The District Committee's efforts can stimulate discussion of options or alternatives, as well as sharing of successful practices, among the buildings, and can also address the issues of time and resources needed for diagnostic assessment to be undertaken at the building level.

Sustain programming positives.

In the initial planning at the building level, one task was to identify, in a open-ended or "brainstorming" mode, a variety of activities and services which already occur within the school to extend, enhance, or enrich learning opportunities for their students; the items on this list have been described as the school's "programming positives." That is, these are activities that contribute to the goals and purposes of gifted programming **and** are already "in place" in the school. Sustaining and supporting these activities is an important on-going task for each building. Sharing successful practices and seeking support for the buildings' initiatives are related tasks for the District Committee.

Extend Enrichment Opportunities for Many Students

Renzulli and Reis (1985), in the **Schoolwide Enrichment Model,** advocate that effective programming at the building level incorporates many opportunities for students to explore ideas, topics, and issues that are independent of the regular curriculum ("Type I Enrichment") and systematic efforts to guide students in learning and applying methodological and process skills (or "Type II Enrichment"). They recommend that schools establish a committee to identify topics and to plan and conduct such enrichment activities; this can be viewed as an important task for the

building committee. At the District level, efforts can be made to coordinate planning for outside resource people, on a District-wide basis. This may involve "pooling" resources from several buildings to enable them to bring in an outside program, for example, or coordinating scheduling of community resources so that schools need not compete separately for the time and services of individuals who may be in high demand.

Solving Problems and Stimulating Innovation.

The building committee should also examine carefully the "Wish Lists" that were created in their initial planning stages, to identify priorities for future efforts. These lists include activities and services that will help the school to expand and diversify the services it offers to students. The committee should work together to identify the highest priorities among these items, and to plan ways to accomplish them. This will call on the committee to put their own problem solving and decision-making skills to use! Some items in the "Wish List" may be readily attainable, not having been created before only because they were not previously identified as a need or concern. These can probably be implemented quite easily through the committee's efforts. Others may represent much more complex or challenging long-term goals, which will require much more extensive time and effort to accomplish.

As the Committee begins working on its "wish list," some new projects may emerge, for which a particular group within the school is particularly enthusiastic. In such cases, it may be valuable to capitalize on the concept of the "Skunk Works" in business and industry (Peters and Waterman, 1982)— create an opportunity for that group to work as a team to implement, in at least a "pilot project" form, the new idea or project, so its effectiveness and potential application on a larger scale can better be understood and evaluated.

The District Committee should also be prepared to engage in problem solving and innovation development, providing opportunities for building representatives to bring forward concerns that should be addressed at the District level, and encouraging the staff to plan and conduct cooperative or experimental projects at more than one site.

Monitor or Coordinate Implementation

The balance between autonomy at the school level and continuity or consistency among units within the District can be complex to establish and maintain. While each building may desire to design and conduct programming efforts in its own unique ways, it is valid for the District to seek to insure that policies and procedures do not differ so widely from one school to another that problems are created for students who may move from one school to another, that students are not denied appropriate opportunities by virtue of their enrollment in a particular school, or that students' prior activities and accomplishments are disregarded as they move from one level to another through the school years. Through on-going sharing and discussion of successes, accomplishments, difficulties, concerns, and new opportunities, the District Committee can serve as a system through which the needed balance or continuity is maintained and "fine tuned."

Evaluation and Long Range Planning

The third general area of on-going work for the District Committee and the building committees involves the need for careful evaluation, long-range planning, and revision of programming policies and practices.

Designing Regular Updates or Revisions

Effective programming is dynamic, not static, and gifted education is a new and rapidly-changing area, in which new developments in theory and research occur frequently. On the plus side, this stimulates many opportunities for school improvement and program refinement; the minus side, of course, is that it can be very difficult to keep "up to date" without on-going effort and study. For this reason, the Committees must recognize that policies and procedures for gifted programming must be reviewed regularly. Both the District Master Plan and each of the school Action Plans should be viewed as flexible and open to continuous efforts at improvement, rather than fixed and permanent in the form in which they were originally created. This calls for on-going investigation of new trends and direction in the field, discussion of many alternatives for program growth, and time and effort devoted to long-range planning and the establishment of both districtwide and building level priorities and goals.

Plan and Conduct Systematic Evaluation Efforts

The District Committee should also coordinate efforts to plan and design evaluation, support the efforts of individual buildings to conduct evaluation studies, review evaluation results at both the District and Building levels, and participate in the formulation of recommendations based on evaluation data.

Evaluation of gifted programming is a difficult but important consideration for all Districts and schools. Of course, a thorough discussion of appropriate methods, procedures, and resources for evaluating gifted programming is beyond the scope of these Guidelines. We will, however, summarize briefly some fundamental considerations and identify some useful resources for follow-up study.

We believe that evaluation is probably best defined as a process of using information about programming to guide decision-making concerning present and future efforts. Its purposes include:

- Guiding planning for maintaining or improving programming;
- Comparing and selecting among several options or alternatives;
- Judging whether stated goals and objectives have been attained.

Evaluation of gifted programming may be difficult for several reasons:

1. Complex outcomes, such as those commonly stated for gifted programming, are not easy to measure.
2. The full impact or benefits of gifted programming for students may not be evident immediately.
3. The more effectively you integrate various components of your school program, the more difficult it becomes to "isolate" the impact of any of those components.
4. The greater the variety of services offered, the more diverse the criteria which would be needed to assess their effectiveness.

Despite these difficulties, deliberate efforts should be made to evaluate gifted programming. School Board members, administrators, staff, students, and parents will benefit from evaluation efforts. Board members and administrators will be able to make better decisions regarding program development, resources, and staffing. Teacher support for programming will be enhanced by awareness of documented benefits for their students. Students will benefit from the refinement or enhancement of services which can be attained through systematic evaluation, and parents will be able to understand the benefits for their children.

There are many models or approaches to program evaluation. In general, however, we believe there is substantial agreement that effective evaluation involves:

- **Advance planning.** Plans for evaluation should be made as part of the initial planning process, not after program implementation has already begun. A common error, for example, is to defer consideration of evaluation until it is too late to gather appropriate pre-test or "baseline" data upon which later assessments of change or growth may depend.

- **Agreement on the Purposes to be Served.** The purposes and need for evaluation of programming efforts should be clearly understood by everyone involved, before the evaluation process begins.

- **Recognition of the Varying Needs of Different "Stakeholders."** While there may be many questions of common interest or concern to all who will be involved in the evaluation process, certain objectives of the evaluation, and the kinds of data needed to assess them, may vary or be quite unique from one target audience to another. That is, the questions and concerns of parents, administrators, Board members, and staff members may differ, and may also involve different kinds of "evidence" or documentation. These differences should be taken into account when planning the evaluation.

- **Clear Goals and Well-Defined Objectives.** In order to facilitate effective and useful evaluation, the goals and objectives for programming should be stated as clearly as possible, in terms that make clear the kinds of data (or "evidence") that will permit them to be assessed.

- **Specific Recommendations.** The evaluation effort should result in specific recommendations regarding modifications or revisions of support, action, or content of programming that will enhance program effectiveness. Good evaluation efforts lead to improvement planning and decision-making.

- **Both Qualitative and Quantitative Data Are Valuable.** Evaluation of complex outcomes that are typical of gifted programming cannot be accomplished solely by the use of standardized achievement tests or other strictly quantitative data and test scores. Many more qualitative data sources, such as surveys, rating scales, anecdotal records, and student portfolios can be used effectively to gain increased understanding of the effectiveness and impact of programming; these sources should not be disregarded or under-valued.

- **An Outside Evaluator May Be Helpful.** Although there may be less consensus in the field of educational evaluation regarding this subject, many specialists agree that an outside evaluator, who will be more likely to be objective and impartial than an "in house" evaluator, can offer very important insights and recommendations.

A particularly useful resource for evaluation of gifted programming efforts is Renzulli's (1975) *Guidebook for Evaluating Programs for the Gifted and Talented.* Concise overviews of issues and methods for program evaluation have also been provided by Callahan (1983), Davis and Rimm (1985), and Seeley (1985).

Communication and School–Community Relations

The fourth general area of continuing responsibility for the committees involves your efforts to inform, educate, and communicate with the public, and to disseminate the accomplishments and successes of your programming efforts.

Answering Questions

There will always be many, varied, and unusual questions from community members and parents, as well as from staff members who were not as directly involved in program planning as were the members of the District or Building Committees. There will be some, for example, who will want to know more about District or Building level policies and procedures in general, or to compare with other programs they may have heard or read about elsewhere. These questions may arise from a general curiosity or interest, from concerns for proceeding in the best possible manner, or by virtue of people's concern for and interest in their own children's educational services or programs.

Such questions are important and valid, and deserve honest and informed responses. When there are concerns about one District's policies and procedures compared to what they have heard from other places, or when there are discussions of differences in specific activities from one school to another within a District, it is important that the District and Building level committee members have a common base of information to work with, and that staff and administrators know how to get information, to prevent incorrect information from being given out inadvertently.

Disseminate Program Accomplishments and Promote Good Public Relations.

All schools should be alert to any opportunities that are available to document their accomplishments and success for members of their community, and to promote positive, cooperative relations within the community. Community members often read in the paper (or hear on radio, or see on television) only a very small sample of the school's activities and accomplishments— on the positive side, the attainments of winning athletic teams or an annual school dramatic performance, or perhaps the honor roll or features about scholarship or award winners, for example. Too often the publicity is neutral, controversial, or even negative— such as budget, construction, or contract issues; publication of achievement test scores and comparisons among Districts (whether or not appropriate); Board election campaigns, or "special issues" that may arise.

Both the District Committee and each Building Committee can seek opportunities to promote activities and accomplishments, throughout the year, that will help to establish and maintain public awareness of their efforts to recognize and develop the talents and strengths of many students, and the valuable contributions made by both staff and students.

There is some disagreement in the gifted education literature on the issue of how "visible" gifted programs should be, or in what ways. Those who argue for a high level of visibility for the activities and outcomes of the gifted program feel that the visibility is essential to maintain support for funding and staff. Others believe that the accomplishments of many staff and students can be promoted, with less explicit emphasis in the publicity on "the gifted teachers" or "the gifted students." They believe that the important focus should be on the activities and accomplishments themselves, not on labels for the participants. When the time comes for the District's gifted programming (and budget) to be reviewed, policy makers can be helped to understand that it was the existence of gifted programming in the District that enabled those accomplishments to happen. If some fail to recognize that, the Committee members will certainly be able to remind them. If other staff and community members have shared in the activities and the publicity, advocacy efforts

will be likely to enjoy their support, too, whereas traditional arguments for support for gifted programs seem often to be "special purpose" requests that may not have a broad base of support.

Regardless of one's viewpoint on "visibility," there is broad agreement, however, that publicity and good public relations efforts are important for successful programming, and must be conducted deliberately, not left to chance.

Appendixes

Appendix A Summary of Planning Tasks

Appendix B Bibliography of Books and Articles for Reference In Planning, Implementing, and Evaluating Gifted Programming

Appendix C Parent Handout On Contemporary Programming: "Dear School People..."

Appendix D Assessing and Developing Student Interests

Appendix E Cooperative Agenda Meeting Guidelines

Appendix F Sample Forms From Selected Programming Models

Appendix A: Summary of Planning Tasks

A summary of the major tasks associated with planning at the District Level are summarized below. These steps have also been designed to illustrate how concepts and resources from more than one approach or programming model (in this case, Renzulli and Reis's *Schoolwide Enrichment* model and Treffinger's *Blending Gifted Education with the Total School Program* or *IPPM* approach) can be integrated during the planning process. A District adopting a single approach, or using a different combination of approaches, might use other specific resources and terminology, but the general planning tasks would remain very similar in structure and sequence to those in this example.

Task One.
Goal: To introduce the focus for the work of the District Committee for the first planning year.

1.1 Present the structure of the committee

1.2 Review of State Guidelines for gifted education

1.3 Review of School Board goals for this year as they relate to gifted programming.

1.4 Review current status of gifted programming and where we seek to go from here.

1.5 Discuss general goals for planning.

- To develop written guidelines to provide direction to schools in the District for designing and implementing programming.
- To plan for review and initial planning at the Building level.
- To submit the guidelines to the School Board for approval.

1.6 Rationale for developing a master plan

1.7 Components of the master plan

A. Philosophy Statement
B. Definition
C. Goals and Objectives
D. Identification Policies and Procedures
E. Programming Commitments and Models
F. Implementation Guidelines for Schools
G. District Time Line
H. Resource Considerations
I. Professional Development
J. Evaluation Plans

1.8 Awareness of the individual styles of Committee members, and their implications for working with others on the steering committee

1.9 Develop a specific calendar, outlining tentative dates, times, and locations for subsequent meetings

1.10 Assess the effectiveness of the meeting by considering:
Positive Aspects
Interesting Potentials
Concerns ("How Might We...?")

Task Two.
Goal: To consider the definitions of "gifted" and develop a written definition of gifted behavior.

2.1 Historical presentation of definitions of gifted
- Implications of definition for programming

2.2 Discussion of a definition of gifted reflecting current conceptions of intelligence

2.3 Presentation of the Renzulli definition of "gifted behavior"

2.4 Development of a working definition of gifted to be incorporated in the Master Plan

Task 3.
Goal: To consider philosophy and goals for gifted programming.

3.1 Presentation on history of gifted programming to provide "context" background for steering Committee members

3.2 Presentation of some difficulties that have been encountered by other local gifted education programs in the local area or state.

3.3 Review of relevant State Guidelines and standards regarding programming for giftedness.

3.4 Development of a philosophy of gifted programming

- Should provide the rationale for programming in the District
- Should identify important ways in which gifted programming is linked with overall goals of the District
- Should present concisely the District's basic definitions, beliefs, and commitments regarding gifted education.
- Should address three basic issues:
  1. What do we mean by giftedness:
  2. What does identification mean, and what are its purposes?
  3. What kinds of programming responses will be made

3.5 Check to insure compatibility between definition and philosophy statement.

Task 4.
Goal: to adopt a philosophy statement and a set of general goals for programming.

4.1 Review the philosophy statement prepared by the Committee
- •Does it address what is meant by gifted
- •Does it address identification purposes
- •Does it address programming responses

4.2 Check for compatibility
- •Is it compatible withe the definition?
- •Is it compatible with District Policy?

4.3 From the philosophy, develop broad goals for gifted programming.

Outcomes of the meeting: 1. A written philosophy of gifted programming
2. A statement of goals for programming outcomes

Task 5.
Goal: To develop guidelines for identification that is satisfactory to the committee based upon prior decisions.

5.1 Background considerations: models of identification
Diagnostic—assess needs of students
Selective— assesses, ranks students for program placement

5.2 Issues to consider: changing views of identification.

5.3 Characteristics of children who demonstrate creative, high academic ability, and task commitment.

5.4 Given the philosophy, goals, and definition of gifted proposed by the Committee, what are the implications for screening policy? Criteria to consider:
Are the selection procedures diagnostic?
Are they flexible?
Are they on-going?

Task 6.
Goal: Consider Screening and Identification— Procedures and Resources.

6.1 How can identification of students: strengths, talents, and unique needs best be accomplished?

Sources of Data:

Tests, e.g., Tests of creativity, I.Q.
Rating scales e.g., Renzulli,
Referrals -- e.g., Teacher, parent, student, counsellor
Products and accomplishments
Classroom Performance Data -- e.g., test results, anecdotal records, test results, report card grades
Interest inventories
Learning style inventories

6.2. How are these sources of data used in making decisions about programming for students?

Sample Activity: Provide a case study. Have groups review the data provided and determine what they know about the student, what they might need to know, and what programming hunches they have. Make recommendations for possible programming options.

Alternate Activity: Study a particular identification approach, such as the "Talent Pool" concept, described by Renzulli and Reis, invite a staff member from a District using that approach to present to the committee; arrange for a follow-up visit to observe, if possible.

6.3 What resources are recommended to schools for consideration?

Provide a list of recommended resources as well as some samples.

Task 7.
The Healthy Regular Program.
Goal: To become familiar with components of the regular school program that promote positive student outcomes.

7.1 Starting points for gifted programming; Discussion of how the regular programs become the foundation for gifted programming.

7.2 Components of a "healthy" school program.

Present, explain, and give examples of the components of healthy school programs. (Samples can be found in *Blending Gifted Education with the Regular School Program.*)

Teachers in the District can suggest examples of how their present practices address these components.

(Alternatively: Present the six components with a rating scale. In groups of three or four individuals, discuss how members think the District is doing in addressing each of the components. Do an Informal rating as a group. One person from each group reports back presenting the groups

opinion's about areas of programming strengths and areas that may need more attention.)

7.3 Discussion of special concerns for elementary and secondary levels.

7.4 Discussion of implications for programming and how they fit in with school improvement goals.

Outcome of task: At the completion of this task there will be a specific statement of District involvement and expectations for regular school programs.

Task 8.
Augmenting the Regular Program.
Goal: To become aware of programming options beyond the regular classroom.

8.1 Provide an example of a time when a child may need a service beyond the regular classroom.
Good examples can be found in the Action Information Messages ("lightbulbs") in *The Schoolwide Enrichment Model.*

8.2 Develop two lists. On one provide examples of student needs that might require help outside of the regular classroom. On the other provide possible sources of help.

8.3 Develop a third list of other programming options that might challenge students

8.4 Sort the programming options lists into two categories -- easy to implement, harder to implement

8.5 Choose three of the more promising possibilities for implementation and consider the advantages, limitations, and unique potential.

8.6 Explain:
a) Three types of Enrichment in Renzulli's programming model;
b) Four levels of services in an individualized programming model.

Completion of this task will provide participants with a means for looking at programming possibilities within their schools as well as provide a list of programming possibilities for the District's Guidelines.

Task 9.
Goal: To consider staffing roles and requirements and in-service or professional development needs and formulate a proposal for meeting these needs.

9.1 Highlight the roles and responsibilities of various individuals needed to support programming.
- •Board
- •District Administrators
- •Building Administrators

- •Instructional Staff
- •Support Staff

9.2 Define the role and responsibility of the gifted programming specialist.

9.3 Identify In-Service and Staff Development needs and opportunities.
- •Awareness
- •Needs Assessment
- •On-Going Staff Development
- •Teacher- or School-Initiated Projects

Task 10.
Goal: Consider supporting service decisions which must be made to facilitate effective implementation of programming.

10.1 Assessment of District's needs in specific areas, such as:
- •Resource Rooms
- •Community Resource Programs
- •Internship Programs
- •Mentorship Opportunities
- •Counselling Services
- •Library and Media Services
- •Students With Special Needs or Disabilities

10.2 Determine specific provisions or options which will be incorporated into the Master Plan.

Task 11.
Goal: Plan for appropriate evaluation activities.

11.1 Consider specific evaluation needs by reviewing all programming goals.

11.2 Identify criteria for documenting or assessing each area to be evaluated.

11.3 Establish plan for collecting, analyzing, and interpreting evaluation data.

Task 12.
Goal: Establish guidelines for the development of Building Action Plans.

12.1 Develop recommendations for forming Building Committees.

12.2 Encourage buildings to identify unique aspects of the school's make-up. (The talents, interests, resources of staff members, the instructional program's strengths, activities)

12.3 Identify preliminary steps

A. Brainstorm among the staff to consider existing services (Programming Positives)
B. Brainstorm a separate "Wish List" of ways to increase/expand what is done to stretch students or to bring out their best learning potentials, talents, and sustained interests.
C. Sort the "Wish List" into two categories: those goals which can readily be accomplished, and those goals which will require more extensive planning and problem solving to attain.

12.4 Define components to be included in each Building's Action Plan.

12.5 Determine time line for Building Plans to be created and guidelines for reviewing them.

Task 13.
Goal: Establish an overall time line for programming.

13.1 Summarize all District and Building responsibilities.

13.2 Establish general calendar for first three years, from planning through implementation.

Task 14:
Goal: Consideration of Resources and Completion of Written Plan.

14.1 Review District budgeting policies, procedures, and deadlines.

14.2 Determine specific resources required in each of first three years for implementation of all proposed tasks, and prepare budget requests.

14.3 Complete draft of Master Plan, check all components for completeness, accuracy, and consistency.

14.4 Prepare appropriate summaries of Master Plan for interested groups.

14.5 Establish plan for presentation and review of Master Plan and budget proposals.

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Appendix C: Parent Handout on Contemporary Programming

Dear School People: What are you doing for our bright child?

20 Tough Questions that are more important than "Is our child in the Gifted Program?"

•How does our child learn best? How does your school program take into account students' characteristics and learning styles?

•In what areas (academic and general) does our child display strengths and special interests? What provisions do you make for these to be expressed and developed in school?

•What provisions do you make to insure that students receive instruction that is well-suited to their real instructional needs? What specific provisions are made for students to learn at their own rate or pace, rather than being limited to a rigidly-prescribed, "lockstep" curriculum?

•What resources and materials are available to expose students to the newest ideas and developments in many fields, and to the people whose work creates those ideas?

•How do you help students to become aware of their own best talents and interests and to appreciate those of others as well?

•How do you help students to consider future career possibilities and to cope with rapid change in our world?

•What provisions are made for advanced content or courses for students whose achievement warrants them? How are the students' needs determined and reviewed?

•What enrichment opportunities are offered that are not merely "busywork" or "more of the same" assignments?

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•How do teachers provide opportunities for students to learn and apply critical and creative thinking and problem solving skills?

•How do you help students to learn to plan and investigate "everyday" or "real" problems, rather than just contrived, textbook exercises, and to create and share the products or results of those investigations?

•What provisions are made to create opportunities for students to explore a variety of motivating and challenging topics outside the regular curriculum?

•How do you provide opportunities for students to interact regularly with others who share similar talents and interests?

•How do you help students learn to set goals, plan projects, locate and use resources, create products, and evaluate their work?

•How do you use community resources and mentors to extend students' learning in areas of special talents and interests?

•What provisions do you make to help students feel comfortable and confident in expressing and dealing with their personal and academic goals and concerns?

•What specific steps do you take to insure that learning is exciting and original rather than boring and repetitious?

•How do you ensure that our children are challenged to work towards their full potential ("at the *edge* of their ability") rather than permitting them to drift along comfortably ("on cruise control")?

•In what ways do faculty members inspire students to ask probing questions, examine many viewpoints, and use criteria to make and justify decisions?

•How does the school program help students to learn social or interpersonal skills without sacrificing their individuality?

•Have you asked me about my child?

Appendix D: Assessing and Nurturing Students' Interests

Talents and Interests Checklist

What are some of the ways you can recognize students' special talents and interests? Any of these sources might help to alert you to the student's special interests and needs. (These are not designed to be a "rating scale.") Don't look for all of them, or give a "score" based on the number of items you see. Instead, learn to use **any** of them to serve as initial indicators. Remember, too, that you may have to search and be alert over an extended period of time; some students have learned to "hide" their best talents and interests in school!

How to use these guidelines

- Look daily!
- Raise questions in informal discussions and conversations.
- Discuss these areas in parent conferences to learn more about students.
- Use demonstration lessons or special projects to explore these areas.

Some Indicators of Talents and Interests Include:

- Finishes most assignments in one or more subject areas quickly and easily, with satisfactory (not necessarily "perfect") accuracy and comprehension; may seem bored with regular school assignments.
- Reads widely about a topic, including many sources that are advanced or technical.
- Asks many questions about a topic, frequently reflecting prior study or complex understanding.
- "One Track Mind:" eats, sleeps, breathes, walks, and talks the topic—sometimes to the distraction of others.
- Frequently brings projects or products to school to share with classmates and/or teachers.
- Asks librarian for many books or resources on special topics.
- Uses topics of interest for other assignments (e.g., themes, art projects, book reports, etc.) whenever possible.
- Describes outside activities and involvement in the topic (membership in groups, outside lessons, camp or summer program experiences, etc.).
- Keeps log, journal, or diary of activities and experiences.
- Describes hobbies and/or career aspirations related to the topic of interest.

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Talents Activities Checklist

Here are some things you can do to capitalize on the strengths, talents, and special interests of your students:

- Identify some resources that deal with the topics, such as:
  - •Magazines
  - •Books
  - •Films or Filmstrips
  - •Video Cassettes
- Gather some books or articles into an Interest Center or Learning Center.
- Create opportunities for the student(s) to investigate relationships between special interest topics and current curriculum units or topics.
- Assist students to develop a list of well-known people, groups, or publications on the topic, and encourage them to investigate or read and study them.
- Check with other teachers (how about a faculty room bulletin board?) to see if other students share similar interests.
- Encourage "pairing" or "peer tutoring" among students— grouping two or more students with common interests into working teams or partnerships.
- Assist the student to create a classroom display or bulletin board on a topic.
- Provide opportunities for projects or independent reports on the topic. ("Show'n'tell" lives!)
- Go on a field trip.
- Meet with your school's Gifted Programming Specialist or coordinator. He/she can be a good source of resources and support!

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Talent Opportunity Expander

When students display a special "spark" in any area— through consistently exceptional work, unusual products and accomplishments, or sustained interest— there are many ways to help expand or extend their opportunities; these include:

- Locate some local or regional organizations, societies, or clubs in which the student(s) might be interested.
- Look for other staff members whose talents, interests, and/or resources are relevant and might be shared.
- Find out whether parents or other community members have relevant resources to share or recommendations.
- Check School District resources (community resource file? librarian or media specialist input? community volunteer programs? Vocational/technical program for contacts? Internship programs?)
- Look in the "Yellow Pages" for possible groups, resources, and mentors.
- Advertise for resource people in community newspapers.
- Call your nearest College or University.
- Check with your local Public Library
- Make some inquiries at the Chamber of Commerce, local service organizations, and area businesses.
- Enlist the support of Parent Organizations.
- Look for contests or competitions sponsored by outside groups.
- Examine possible correspondence or self-study programs and resources on advanced topics.
- Check with other area youth service organizations (e.g., Scout groups, FFA, 4-H, etc.) for special programs or specific learning opportunities.

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Appendix E: Guidelines For Cooperative Agenda Meetings

How To Conduct "Cooperative Agenda" Meetings

A cooperative agenda meeting is designed to help conduct efficient, participative meetings. Each group member helps create the agenda. This builds team spirit and insures that everyone gets equal air time. It also assures that meetings are focused and do not wander off into digressions. Leadership usually rotates among the members.

The agenda is created through pre-meeting planning and a brief session at the beginning of the meeting. Following are some guidelines for running a cooperative agenda meeting as well as some ideas for modification.

BEFORE THE MEETING

1. Have group members headline (i.e., create a brief title for the issue generally 3-5 words) *no more than three* items that they want on the agenda. These items should be prioritized.

2. Have each group member label their own agenda item(s) according to whether or not they want to:

SI share information
RI request information
RR request reactions
GI generate ideas

3. Be sure there are cooperative agenda forms for each member (attached), a flipchart (or blackboard) and a timer (a watch will do, but a kitchen timer is best).

AT THE BEGINNING OF THE MEETING

1. The leader writes everyone's name on the flipchart in their seating order and records each person's headlines, priorities, and the two letter code (SI, RI, RR, GI).

2. Set aside ten minutes for closing the meeting.

3. Divide the remaining time by the number of group members (or if there are uneven numbers of agenda items you may divide by the number of agenda items). This is the maximum time each member (or agenda item) may take. For example, if there are 6 members and an hour to meet, you subtract 10 minutes for closing, leaving each member with 8 minutes to go over their agenda items.

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CONDUCTING THE MEETING: LEADER RESPONSIBILITIES

1. Act as recorder or select recorder from group.
2. Keep track of time. BE DILIGENT!
3. Record items that require further meetings or follow-up.
4. Insure that the group follows any ground rules.
5. Summarize and close the meeting.

ENDING THE MEETING : LEADER RESPONSIBILITIES

1. Be sure all members use cooperative agenda form.
2. Arrange for sub-group or follow-up meetings as necessary.
3. Check for any emergency items before closing.
4. Clarify time, date, location of next meeting.

Some "Permissions and Modifications"

- It is permissible for members with same concerns to group their time.
- It is permissible for members to have 0, 1 or 2 items for the agenda.
- If a member has no items (s)he may choose to "donate" his/her time to others' agenda item(s) .
- Sometimes, people sign up for the amount of time they think they will need. This usually makes for a longer meeting.

  Example:
  Sarah comes in, signs up on the flipchart and writes,
  "Midwest materials SI 3 minutes"
  Ron signs in and writes,
  "Potential G/T program drop out GI 10 minutes"

  This continues until all have signed in. The meeting then proceeds as usual.
- Sometimes, for the sake of time, all members may be limited to one agenda item of their choice. In limited time meetings, you may ask for more than on e agenda item per person, but begin by working on each person's #1 priority first. As time permits, work on other priority items next.
- **RI** and **GI** can be combined into **WH** (Want Help) if the person is not certain whether the question requires gathering some specific information or data ("an answer") or generating some new ideas.
- **SI** items can often be handled more easily through handouts or memos.

Sample Record-Keeping Form For A Cooperative Agenda Meeting

This form can be used by each group member in a Cooperative Agenda Meeting to serve as "minutes" of the meeting and to "highlight" actions for follow-up by individuals or sub-groups.

Name_____ Meeting Date _____

GROUP MEMBERS	AGENDA HEADLINES	Code (SI,RI, RR,GI)	NOTES
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

Identify the major decisions from this meeting requiring your follow-up attention:

Decision Area	Action(s) I Must Take	By (Date)	With Whom:

Appendix F: Sample Forms and Resources From Selected Programming Models

This Appendix includes sample forms from two contemporary programming approaches: Renzulli, J. S. and Reis, S. M. (1985). *The Schoolwide Enrichment Model.* and Treffinger, D. J. (1986). *Blending Gifted Education with the Total School Program.* These have been reproduced with the permission of the publishers. The majority of the resources in the Guidelines may be duplicated for use in planning gifted programming in New Hampshire SAUs and schools. *Material reprinted from other copyrighted sources, such as these samples, should not be duplicated, however, without the publisher's permission.* The list below describes the samples which follow, their sources, and their purposes.

Page	Title	Source*	Purpose/Notes:
113	Class Survey Sheet	SEM, 102	For organizing data collected regarding students.
114	Nomination Form	SEM, 104	A specific data sheet to identify student characteristics.
115	Enrichment Triad	SEM, 110	Presents the three types of Enrichment emphasized in Renzulli's programming model.
116	Job Description	SEM, 152-3	Major responsibilities of a Triad/SEM Coordinator.
118	Strength-A-Lyzer	SEM, 241	Describing a student's abilities, learning styles, and interests.
119	Compactor	SEM, 224	Areas and procedures for "compacting" basic curriculum.
120	Action Information Message ("Lightbulb")	SEM, 400	An "action form" for describing a student's area of focus for possible Type III enrichment and resource services.
121	Management Plan	SEM, 441	Summarize plans /procedures for a Type III Investigation.
122	Characteristics List	BGE, 33-4	Examples of students' behaviors which illustrate ability, creativity, and task commitment.
124	Teacher Referral Form	BGE, 40	Teacher Referral Form, organized by the three categories of Renzulli's definition.
125	Profile Form	BGE, 44	Student data summary form, used to assess students' characteristics, strengths, and needs.
126	Programming Form	BGE, 67	Summary record to document programming activities or services provided for students.
127	Catalyst Teacher Role	BGE, 26	Job description for the "Catalyst Teacher," or Gifted Programming specialist.
128	Needs Assessment	BGE, 76	Partial sample of a staff Needs Assessment Inventory, for assessing services offered in the regular program.

* SEM= *Schoolwide Enrichment Model;* BGE= *Blending Gifted Education;* followed by page numbers from the original sources.

Figure 4
CLASS SURVEY SHEET

School _____ Grade _____ Teacher _____ Date _____

Check (√) if placed in Talent Pool	Names or Student Identification Numbers	BASIC CRITERIA							ALTERNATIVE PATHWAYS OF ENTRANCE TO THE TALENT POOL							COMMENTS
		Ability Test Scores		Teacher Nominations												
		(1)	(2)	Learning	Motivation	Creativity	Leadership	Other	Parent Nomination	Peer Nomination	Self-Nomination	Tests of Special Aptitude	Product Ratings	Other	Other	If special reason for placement in Talent Pool. If further explanation of supplemental information (i.e., other categories are needed, etc.)

Figure 6
NOMINATION FORM FOR TRIAD/REVOLVING DOOR PROGRAMS

1. Student _____ Teacher _____
2. Date of Referral _____ School _____
3. Grade _____ Date of Birth _____
4. Average Grades for Current School Year

   Language Arts _____

   Social Studies _____

   Arithmetic _____

   Science _____

5. Parent Nomination (Check if appropriate): _____
6. SRBCSS Scale Total _____ 1. _____ 2. _____ 3. _____ 4. _____
7. Why do you think this student should be included in the Talent Pool? (You may wish to list examples of ideas, projects, creative endeavors, etc.)

_____

_____

_____

_____

_____

INTERESTS

Please indicate the areas of interest that the student has displayed in your class this year. If you've noticed other specific topics (interest in dinosaurs, computers, etc.), please note this in the column entitled "Other."

	HIGH	AVERAGE	LOW		HIGH	AVERAGE	LOW
Fine Arts/Crafts				Music			
Science				Drama			
Creative Writing				Mathematics			
Social Studies				Language Arts			
Psychomotor				Other			

CURRICULAR STRENGTH AREAS

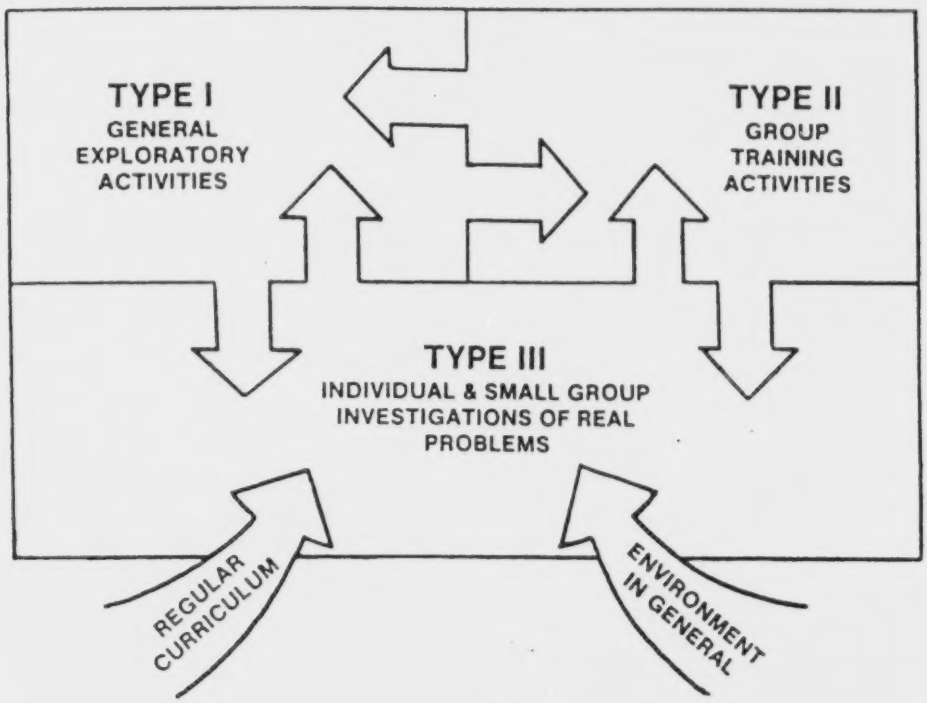
Please indicate the curricular areas in which the student has demonstrated proficiency and could possibly be considered for curriculum compacting.

Language Arts _____ Mathematics _____

Science _____ Social Science _____

Chart 12
(continued)

THE ENRICHMENT TRIAD MODEL



TYPE I ENRICHMENT

Type I Enrichment consists of experiences and activities that are designed to bring the learner in touch with the kinds of topics or areas of study in which he or she may develop a sincere interest. Through involvement in Type I experiences, students will be in a better position to decide if they would like to do further research on a particular problem or area of interest.

TYPE II ENRICHMENT

Type II Enrichment consists of materials, methods and instructional techniques that are concerned with the development of higher-level thinking and feeling processes. These processes include critical thinking, problem solving, inquiry training, divergent thinking, awareness development and creative or productive thinking. Type II activities are open-ended and allow students to escalate their thinking processes to the highest levels possible. Type II activities are also designed to introduce students to more advanced kinds of studies.

TYPE III ENRICHMENT

Type III Enrichment consists of activities in which the student becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry. The success of a Type III activity depends on the interest and task commitment of the individual student. Examples of intensive, long-range Type III activities include: the creation of a walking robot; the production of a dramatic marionette show which outlines the development of clowns from the thirteenth century to the present; a continuation of Tolkien's *Lord of the Rings* in the form of a novel; the writing and illustration of a Children's Christmas Book; etc.

Chart 22

MAJOR RESPONSIBILITIES OF A TRIAD/REVOLVING DOOR PROGRAM COORDINATOR

1. Educate yourself about the Triad/Revolving Door Model.

   Learn as much about the model as you possibly can.

2. Establish a districtwide committee to help you get the program started.

   The committee can consist of the Enrichment Team chairperson from each school in the district and/or of volunteers. These individuals can serve as your support system in the district.

3. Listen to administrators, staff, parents and students.

   You can make great headway in organizing the program simply by being available to listen to the suggestions and concerns of these individuals.

4. Establish a five year program plan with reasonable goals and specific yearly objectives.

   Base your objectives on the needs that are readily apparent in your district.

5. Create ownership—Build a base of support.

   Remember, the more people you involve, the stronger your program will be.

6. Conduct inservice (both formal and informal).

   Convince everyone that it's important to do *something*.
   Then educate people about what *they* can do.

7. Promote communication.

   Information about the program should be shared with everyone: administrators, principals, teachers, parents, students and community members.

8. Select the right teachers for your program.

   It is important that the resource teachers in your program philosophically agree with the definiton, model, goals and objectives of the program.

9. Budget appropriately.

   Consider all aspects of the program and allocate funds accordingly.

10. Evaluate.

    Too many resource programs start and never expand (or even continue). Remember, even the best of programs can improve.

Chart 23

COORDINATOR FOR A TRIAD/REVOLVING DOOR PROGRAM

SPECIFIC RESPONSIBILITIES

Job Description

The Coordinator for a Triad/Revolving Door Program is directly responsible to the Assistant Superintendent of Schools, the Director of Pupil Services, the Supervisor of Special Education, and the Principal(s).

Responsibilities

1. Teaches Talent Pool students as the core of the program's differentiated semi-separated approach.
2. Implements the regulations and directives of the State Department of Education pertaining to programs for advanced level students.
3. Supervises identification of Talent Pool students for program placement according to multiple criteria and serves as PPT member for screening and identification.
4. Coordinates the pupil assessment and evaluation procedures used in the program and develops procedures for monitoring pupil progress.
5. Coordinates the activities of the resource staff and supervises the continued development of the program and its curriculum.
6. Develops and implements inservice training for classroom teachers.
7. Organizes and coordinates a teacher-support service aimed at providing whatever developmental and program assistance is needed in the following areas:
   Individual teacher assistance, identification of community resources, and the development and maintenance of a professional library and collection of curricular materials.
8. Aids in coordination of the program among the buildings and across grade levels.
9. Serves as a resource person for parents and the community as it relates to programming for advanced level students.
10. Develops and distributes curricular materials which are differential in nature and can be utilized as part of the schoolwide enrichment program.
11. Adheres to the teacher job description, K-12.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

Strength - A- Lyzer

Prepared by: Joseph S. Renzulli
Linda H. Smith

NAME Joan Sutton AGE 10 TEACHER(S) _____ Individual Conference Dates And Persons Participating In Planning Of IEP _____

SCHOOL Brookside GRADE 5 PARENT(S) _____

ABILITIES

INTELLIGENCE - APTITUDE - CREATIVITY

In the spaces below, enter the results of standardized test scores and circle all scores above the _____ percentile

Test	Area	Date	Raw Score	Grade Equiv.	% tile
	IQ		126		94
CTBS	Composite				97
	Reading				93
	Math				95

TEACHER RATINGS

In the spaces below, enter the scores from the Scale for Rating Behavioral Characteristics of Superior Students. Circle unusually high scores.

Scale	Score	Group Mean	Scale	Score	Group Mean
Learning	28		Musical		
Motivation	23		Dramatic		
Creativity	29		Comm. Precision		
Leadership	24		Comm. Expressive		
Artistic			Planning		

END OF YEAR GRADES

Enter final grades for the past two years.

	Gr3	Gr4			
Reading	A	A	Art	A	A
Mathematics	A	A	Foreign Language		
Language Arts	A	A	Other		
Social Studies	B+	A	Other		
Science	A	A			
Music	B	A			

☐ Check here if additional assessment information is recorded on the reverse side

INTERESTS

As a result of student responses to the Interest-A-Lyzer or other interest assessment procedures, indicate the general area(s) in which levels of interest seem to be High, Average and Low.

	H	A	L		H	A	L
Fine Arts/Crafts	X			Managerial		X	
Scientific / Technical		X		Business			X
Literary / Writing	X			Historical		X	
Political / Judicial			X	Performing Arts		X	
Mathematical	X			Other			
Athletic		X		Other			

SPECIFIC AREAS OF INTEREST

As a result of individual discussions with the student, indicate particular topics, issues, or areas of study in which the student would like to do advanced level work.

Short Story Writing
Poetry
Mathematical puzzles and games

LEARNING STYLES

Enter the scores from the Learning Styles Inventory in the spaces below. Circle the highest area(s).

Learning Style	Score	Learning Style	Score
Projects	42	Teaching Games	35
Simulation	26	Independent Study	43
Drill and Recitation	30	Programmed Instruction	10
Peer Teaching	41	Lecture	20
Discussion	35		

Comments regarding informal observations about Learning Styles and relationships between areas of interest and learning styles.

Joanie is an excellent independent worker, but can also fit into group situations. She seems to adapt to the task at hand.

SUMMARY AND RECOMMENDED ACTION BASED ON ASSESSMENT INFORMATION

In the space below summarize (1) strengths, interests, and learning styles, (2) areas in which remedial work or additional skill building appears to be warranted, and (3) specific higher mental processes and advanced skills that should be developed.

Joanie is extremely strong in all basic skills areas and shows above average ability as an independent worker. She is an avid reader with a flair for creative writing and love of literature. Joanie interacts well with her peers and participates actively in group situations. At times this can be a problem for her, as she will "go along" with the group rather than pursue her own interests.

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Action Form 2
THE COMPACTOR
(Actual Size: 11" x 17")

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

Prepared by Joseph S. Renzulli
Linda H. Smith

NAME _____ AGE _____ TEACHER(S) _____

SCHOOL _____ GRADE _____ PARENT(S) _____

Individual Conference Dates And Persons Participating In Planning Of IEP

_____ _____ _____ _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting:	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum

☐ Check here if additional information is recorded on the reverse side.

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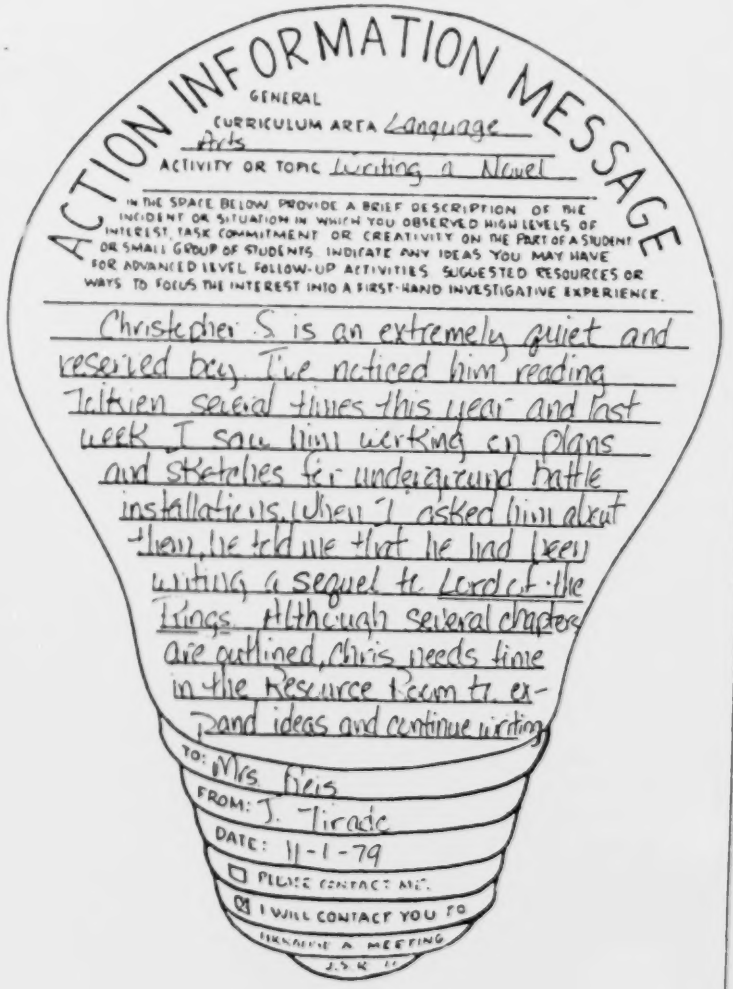
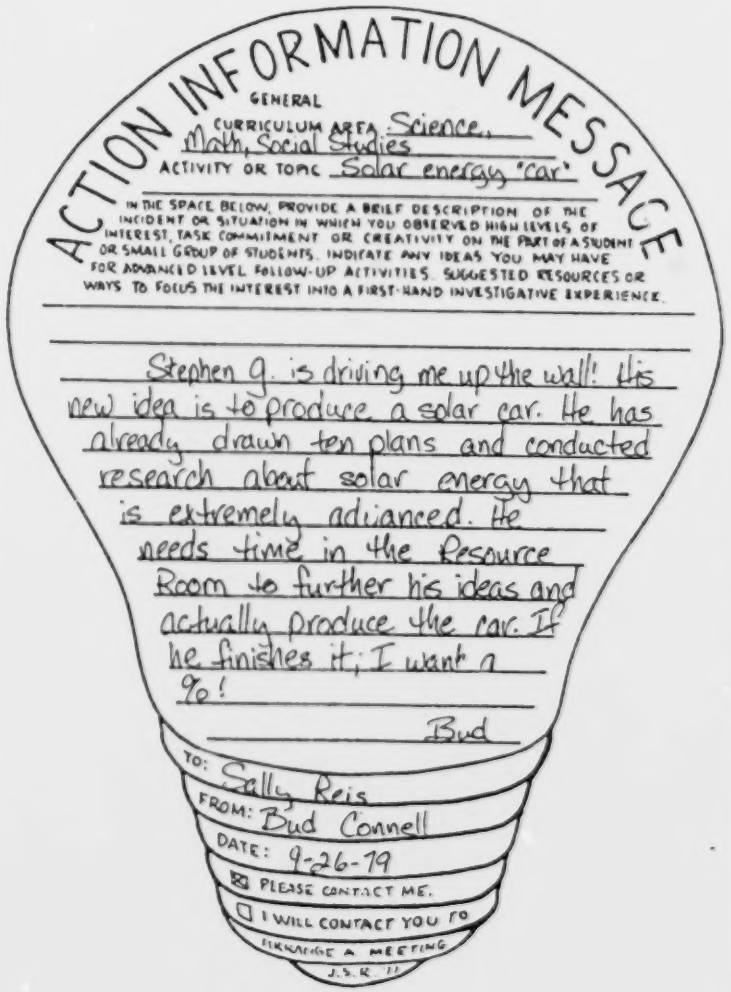
(Samples)

Action Form 12a

ACTION INFORMATION MESSAGE


ACTION INFORMATION MESSAGE
GENERAL
CURRICULUM AREA Language Arts
ACTIVITY OR TOPIC Writing a Novel
IN THE SPACE BELOW PROVIDE A BRIEF DESCRIPTION OF THE INCIDENT OR SITUATION IN WHICH YOU OBSERVED HIGH LEVELS OF INTEREST, TASK COMMITMENT OR CREATIVITY ON THE PART OF A STUDENT OR SMALL GROUP OF STUDENTS. INDICATE ANY IDEAS YOU MAY HAVE FOR ADVANCED LEVEL FOLLOW-UP ACTIVITIES. SUGGESTED RESOURCES OR WAYS TO FOCUS THE INTEREST INTO A FIRST-HAND INVESTIGATIVE EXPERIENCE.
Christopher S. is an extremely quiet and reserved boy. I've noticed him reading Tolkien several times this year and last week I saw him working on plans and sketches for underground battle installations. When I asked him about them, he told me that he had been writing a sequel to Lord of the Rings. Although several chapters are outlined, Chris needs time in the Resource Room to expand ideas and continue writing.
TO: Mrs. Reis
FROM: J. Tirado
DATE: 11-1-79
PLEASE CONTACT ME.
I WILL CONTACT YOU TO ARRANGE A MEETING
J.S.R. '11

131


ACTION INFORMATION MESSAGE
GENERAL
CURRICULUM AREA Science, Math, Social Studies
ACTIVITY OR TOPIC Solar energy "car"
IN THE SPACE BELOW, PROVIDE A BRIEF DESCRIPTION OF THE INCIDENT OR SITUATION IN WHICH YOU OBSERVED HIGH LEVELS OF INTEREST, TASK COMMITMENT OR CREATIVITY ON THE PART OF A STUDENT OR SMALL GROUP OF STUDENTS. INDICATE ANY IDEAS YOU MAY HAVE FOR ADVANCED LEVEL FOLLOW-UP ACTIVITIES. SUGGESTED RESOURCES OR WAYS TO FOCUS THE INTEREST INTO A FIRST-HAND INVESTIGATIVE EXPERIENCE.
Stephen G. is driving me up the wall! His new idea is to produce a solar car. He has already drawn ten plans and conducted research about solar energy that is extremely advianced. He needs time in the Resource Room to further his ideas and actually produce the car. If he finishes it, I want a go!
Bud
TO: Sally Reis
FROM: Bud Connell
DATE: 9-26-79
PLEASE CONTACT ME.
I WILL CONTACT YOU TO ARRANGE A MEETING
J.S.R. '11

132

(Sample 2)

Action Form 13

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Prepared by: Joseph S. Renzulli
Linda H. Smith

NAME Erik Hammen GRADE 5

TEACHER Mrs. Jane Butts SCHOOL Flanders

Beginning Date Oct. 31, 1978 Estimated Ending Date March-May, 1979

Progress Reports Due On Following Dates Dec. 8 Jan. 19 _____

GENERAL AREA(S) OF STUDY (Check all that apply)

- X Language Arts/Humanities
- ___ Social Studies
- ___ Mathematics
- ___ Science
- ___ Music
- X Art
- ___ Personal and Social Development
- ___ Other (Specify) _____
- ___ Other (Specify) _____

SPECIFIC AREA OF STUDY

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out? Investigation of Comic Illustration

Objectives – To investigate the techniques of cartooning
– To develop a comic character or personality
– To develop a comic plot for the character

INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. East Lyme El. School libraries
2. Town of East Lyme Library
3. Fellow Students
4. _____
5. _____

INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

Product – a comic book

Outlets – El. School libraries
Town library
Newspaper

METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

Resource Person: John Fawcett – AR² 720 Middle Turnpike, Storrs, CT, 06268

Books:

History of – Couperie, Pierre, et al. A History of the Comic Strip. Crown Publishers, Inc. N.Y. 1968
Murrell, William. History of American Graphic Humor. Macmillon Co. N.Y. 1938

How-To – Cummings, Richard. Make Your Own Comics for Fun and Profit. Henry Z. Walck, Inc. N.Y. 1976
Fisher, Bud. The Mutt and Jeff Cartoons. Boston-Ball Publishing Co., 1910
Hoff, Syd. The Art of Cartooning. Stravon Educational Press. N.Y. 1966
Maglin, Nick. The Art of Humorous Illustration. Watson-Guphil Publications, N.Y. Pitman Publish., London 1973
Nelson, Roy Paul. Cartooning. Henry Regnery Company. Chicago, 1975
Nelson, Roy Paul. Fell's Guide to the Art of Cartooning. Frederick Fell, Inc. N.Y. 1962

Materials:

Pencils (HB, 2B, 4B)	Flairs	Pink Pearl Eraser
Brushes (1, 3, 4)	Qtips	Comics of all Kinds
India Ink	Bristol Board	

GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

Review – History of Comics
Study – Sunday comics and established comic books
Books – Acquisition of "How to" books – Book stores, libraries
Conference – John Fawcett – Fine Arts Dept., Univ. of Conn.
Field Trip – Koenig's Art Supplies
Begin development of comic personality

A complete description of the model utilizing this form can be found in: *The Enrichment Triad Model: A Guide For Developing Defensible Programs For The Gifted And Talented.* – Creative Learning Press, Inc. P.O. Box 320 Mansfield Center, Ct. 06250

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DEFINITION OF GIFTEDNESS GUIDES THE SEARCH FOR CHARACTERISTICS

The characteristics that provide you with "useful clues" about students' strengths and talents (present or potential), as viewed through the three main areas of Renzulli's definition, include the following (which have been excerpted from a screening form developed by the Orchard Park, New York Central Schools):

Above Average Ability

Characteristics	Example
•Displays advanced vocabulary for his/her age.	•At age three, Sharon said, "Jimmy's birthday cake was elaborately decorated with prancing ponies and ferocious lions."
•Good memory and large fund of information	•Todd, age six, recalls the names and characteristics of the dinosaurs he saw at the museum last year.
•Learns new things quickly and easily.	•Jenny, age nine, was given instructions on the use of a computer only once and was able to run it on her own.
•Adept at generalizing and abstracting ideas.	Julie, age eleven, watched the evening news for a week and concluded on her own that, in a 30 minute program, only 11 minutes were devoted to news stories, while the rest of the time was given to weather, sports, or ads.
•Comprehends new ideas in conversation and sees similarities, differences, and relationships.	Ten year old Tim called the neighbor's new motorcycle an "Iron Horse."
•Understands cause and effect, draws conclusions, and makes decisions.	Danny understands the difference in the amount of heat absorbed by dark and light colored objects, and concluded that light colors should be worn in the summer.

Creativity

Characteristics	Example
•Uses materials in unexpected ways.	•Mark has made candleholders, cooking utensils, and cooking grills from old cans.
•Thinks of many ideas in everyday situations.	•Nicole thought of a dozen different ways her brother might design a tree house.
•Inclined to be a risk-taker.	•It was Jamie's idea to become the first girl to play on the town's Little League baseball team.
•Thinks independently.	•Barbara questioned the accuracy of the information in her history textbook's coverage of a topic, and desires to write to the authors about it.
•Sensitive to paradoxes.	•Jimmy felt that it was funny for a commercial for diet soda to be shown in the middle of a cooking program about a rich, gourmet dessert.
•Demonstrates flexibility, seeing things from different or varied perspectives.	•George can cleverly use tools to accomplish many different tasks in addition to their usual uses.
•Shows originality and can combine or transform ideas and objects.	•Ken created a car for a soap box derby entirely from spare parts and odds and ends from the garage and the basement.

Task Commitment

Characteristics	Example
•Intense involvement in interests of their own choosing.	•Tanya frequently stays up late to finish reading a book, using a flashlight to read in bed after her bedtime.
•Self-starters who do not need to be "pushed" to complete meaningful tasks.	•After seeing a film about a UFO, Paul wrote and staged a neighborhood play about friendly space visitors; the play included sets, sound effects, costumes and lighting.
•Perseverant, not giving up easily on an important goal.	•Even though Tony has made several unsuccessful attempts to motorize a robot he was building, he continued on the project until he succeeded.
•High energy level, eager to find new projects and challenges.	•After spending two months on a science project, Tom was also eager to enter the Photography Club contest.
•Likes to share ideas, products, collections, etc., and to invest time, energy, and resources in activities.	•Kevin has an extensive comic book collection, and spends much of his time and money adding to the collection and swapping ideas and books with other collectors.
•Assumes responsibility for important tasks.	•When Heather was on a team for an art project, she worked many hours to build a structure before the deadline date. She persisted and encouraged others not to give up.

IPPM Teacher Referral Form

IPPM TEACHER REFERRAL FORM

I recommend that _____ in _____ be considered for services through Gifted/Talented
(name) (school)

Programming. My referral is based upon my observations of the characteristics or behaviors checked below.

INSTRUCTIONS: In each of the three sections of Part I, check the characteristics or behaviors demonstrated by this student. Double check those characteristics most strongly descriptive of the student. Then complete Part II of the referral. Send the completed form to: _____

PART I: CHARACTERISTICS

ABILITY	CREATIVITY	TASK COMMITMENT
Advanced vocabulary _____	Questioning, very curious about many topics _____	Sets own goals, standards _____
Good memory _____	Has many ideas (fluent) _____	Intense involvement in preferred problems and tasks _____
Learns very quickly and easily _____	Sees things in varied ways (flexible) _____	Enthusiastic about interests and activities _____
Large fund of information _____	Offers unique or unusual ideas (original) _____	Needs little external motivation when pursuing tasks _____
Generalizes skillfully _____	Adds details; makes ideas more interesting (elaborates) _____	Prefers to concentrate on own interests and projects _____
Comprehends new ideas readily _____	Transforms or combines ideas _____	High level of energy _____
Makes abstractions easily _____	Sees implications or consequences easily _____	Perseverant; does not give up easily when working _____
Perceives similarities, differences, relationships _____	Risk-taker; speculates _____	Completes, shares products _____
Understands cause/effect relationships _____	Feels free to disagree _____	Eager for new projects and challenges _____
Makes judgments and decisions _____	Finds subtle humor, paradox, or discrepancies _____	Assumes responsibility _____
EXAMPLE OR ILLUSTRATION	EXAMPLE OR ILLUSTRATION	EXAMPLE OR ILLUSTRATION

PART II: RESPONSE

1. What services might be provided to extend/expand this student's instructional program? _____

2. What special concerns regarding this student's participation in Gifted Programming should be considered? _____

Referring Teacher: _____ Date: _____

Sample Profile Form

IPPM PROFILE FORM

DATE 11/85

NAME CHRIS JONES

AGE 15

SCHOOL Anytown Jr. High

PART ONE: DOCUMENTATION OF UNIQUE CHARACTERISTICS

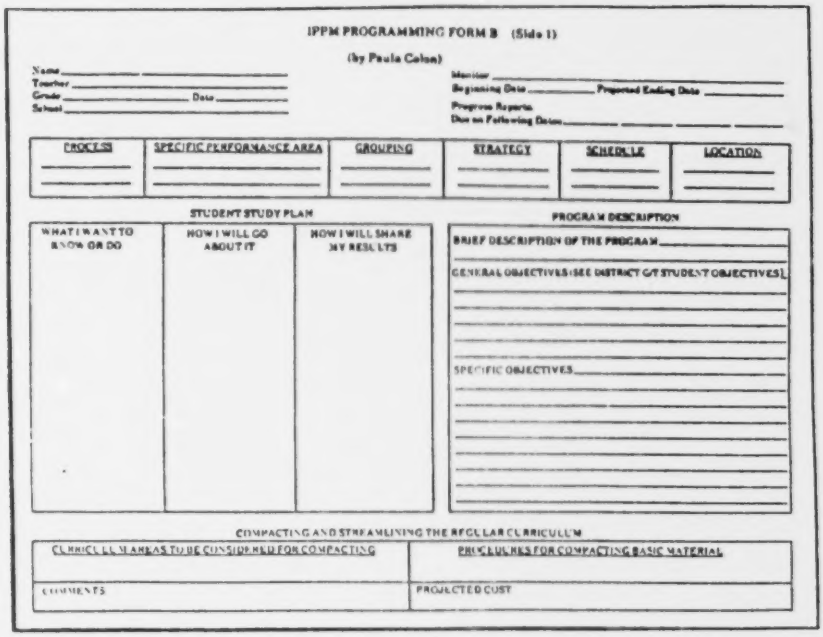
CATALYST TEACHER Mrs. Smith CLASSROOM TEACHER Miss DoE GR. PLACEMENT 10

COMPONENT OF DEFINITION	ABOVE AVERAGE ABILITY ⊗	CREATIVITY ⊗	TASK COMMITMENT ⊗
DATA SOURCES TESTS	COG. ABIL. TEST 2/84 V:124 NV:123 Q:127	TORRANCE TESTS T-SCORES VFL:64 VFX:66 VOR:62	CONSISTANTLY HIGH IN ACHIEVEMENT SCORES IN SCI, MATH.
RATINGS	RENZULLI RATING-LEARNING SCALE-TOP 15% OF CLASS	PARENTS - CHRIS IS CONSTANTLY CURIOUS.	RENZULLI RATING-HIGHEST SCORE IN 10TH Gr. - MOTIV. SCALE
SELF-OR PEER-REPORTS	STUDENTS' CHOICE FOR HELP IN MATH, GEN. SCI. CLASSES	SOCIOMETRIC - STUDENT WITH "MOST UNUSUAL IDEAS"	
OBSERVATIONS & PRODUCTS	WON SCHOOL SCI. FAIR Gr. 8, 9 FINALIST- SCHOOL QUIZ TEAM	MAKING DEVICE FOR FEEDING & GROWING WORMS STUDIES POND LIFE - WROTE IND. PAPER 7th Gr.	HOBBY FAIR-3 BLUE RIBBONS COUNTY FAIR - 2 BLUE RIBBONS SCHOOL BIOLOGY CLUB
Summarize Special Needs/ Strengths In Each Area			

PART TWO: INSTRUCTIONAL PLANNING DATA—COMPREHENSIVE EVALUATION

LEARNING STYLES (Assessed By) _____	GENERAL/SPECIFIC AREAS OF INTEREST:	OTHER DATA/SPECIAL CONSIDERATIONS:

IPPM Programming Form B (Side 1)



IPPM PROGRAMMING FORM B (Side 1)

(by Paula Colon)

Name _____ _____
Teacher _____
Grade _____ Date _____
School _____

Mentor _____
Beginning Date _____ Projected Ending Date _____
Progress Reports
Due on Following Dates _____ _____ _____ _____

PROCESS	SPECIFIC PERFORMANCE AREA	GROUPING	STRATEGY	SCHEDULE	LOCATION

STUDENT STUDY PLAN

WHAT I WANT TO KNOW OR DO	HOW I WILL GO ABOUT IT	HOW I WILL SHARE MY RESULTS

PROGRAM DESCRIPTION

BRIEF DESCRIPTION OF THE PROGRAM _____

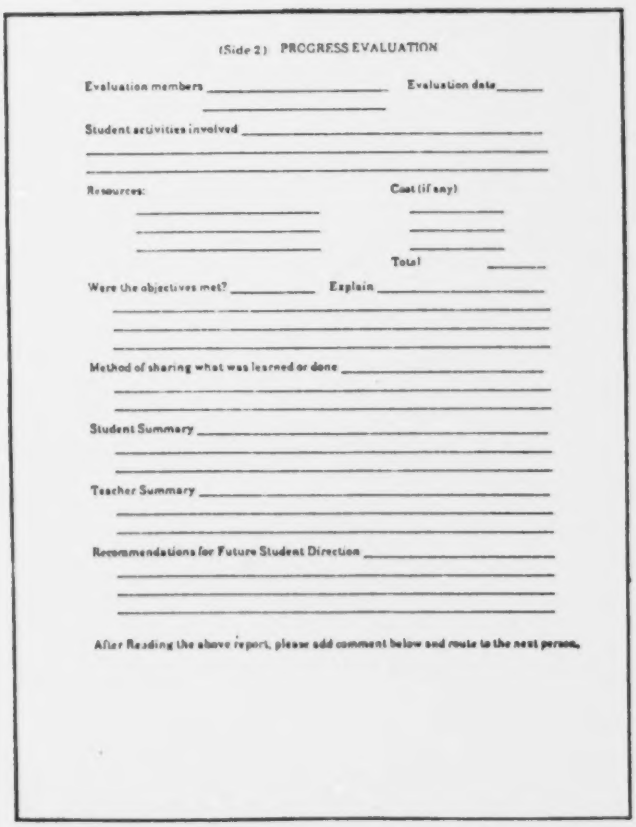
GENERAL OBJECTIVES (SEE DISTRICT G/T STUDENT OBJECTIVES)

SPECIFIC OBJECTIVES _____

COMPACTING AND STREAMLINING THE REGULAR CURRICULUM

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING	PROCEDURES FOR COMPACTING BASIC MATERIAL
COMMENTS	PROJECTED COST

(Side 2 - "Progress Evaluation")



(Side 2) PROGRESS EVALUATION

Evaluation members _____ Evaluation date _____

Student activities involved _____

Resources: Cost (if any)

Total _____

Were the objectives met? _____ Explain _____

Method of sharing what was learned or done _____

Student Summary _____

Teacher Summary _____

Recommendations for Future Student Direction _____

After Reading the above report, please add comment below and route to the next person.

Role of the G/T Specialist or "Catalyst" Teacher

☞ **Facilitate and Supervise Staff Planning**

- Development of Cases or Referral Profiles
- Initiate staff conferences to review Profiles
- Plan programming modifications
- Locate resources

☞ **Support Staff Efforts to Organize and Carry Out Enrichment for All Students**

☞ **Assist in Developing and Conducting Mentor/Community Resource Activities**

☞ **Provide Direct Services To Students**

- Enrichment and exploratory activities for small or large groups
- Support classroom teacher efforts for individuals or "cluster" groups
- Work with individual and small groups on process skills
- Work with groups in areas related to students' strengtha and talents

☞ **Facilitate "Connections" for Individual and Small Group Investigations**

- Offer leadership, direction for student projects
- Help students locate resource people to direct projects
- Help students locate "audiences and outlets"

☞ **Provide Liaison Among Staff, Administration, Board, and Community**

- Public relations
- Orientation and Informational Programs
- Regular Reports

☞ **Assist Staff in Documenting Pupil Progress**

- On-going review of Profiles
- Record-keeping and documentation of student's products and accomplishments
- Grading, conferences, reporting to parents

☞ **Assist Staff in Curriculum Planning and "Compacting"**

☞ **Stimulate On-Going In-Service or Professional Development**

- Cooperative efforts among staff units
- Innovation and problem solving
- Sharing opportunities, resources, products
- Awareness, involvement in organizations, conferences

☞ **Coordinate Plans for Program Evaluation**

IPPM Needs Assessment Inventory(page 2)

DIRECTIONS

Each of the statements on the following pages describes a programming activity or service that is related to one of the six areas described above. Please read each statement, and then circle the choices that best describe your assessment of your **present school program** for that activity or service. Consider two issues: (1.) the **IMPORTANCE** for the students of the activity or service; and (2.) the **AMOUNT OF ATTENTION AND EFFORT** the activity presently receives in your school.

Example:

Items	Importance	Present Attention/Effort
1. Collecting milk money.	(-2) -1 +1 +2	1 2 3 (4)
2. Teaching problem-solving.	-2 -1 +1 (+2)	(1) 2 3 4

The sample responses indicate that "collecting milk money" is not regarded as an important activity (-2) and that it receives a considerable amount of attention (4). "Teaching problem-solving" was viewed by this person as very important (+2) but it is now receiving little or no attention (1).

Please respond to each item on the basis of your best impression, even if the decision is difficult to make. Give your own impression, even though you may feel that the opinions of others might differ. Respond only in relation to the part(s) of the school program with which you are directly involved.

There is also an opportunity for you to offer general comments at the end of the Inventory.

THIS INVENTORY WILL BE USED ONLY TO GUIDE PLANNING FOR IN-SERVICE AND DEVELOPMENT OF NEW ACTIVITIES AND SERVICES. IT WILL NOT BE USED FOR COMPARISON OR EVALUATION OF INDIVIDUALS OR BUILDINGS.

I. Individualized Basics. Appropriate instruction based upon students' unique talents, learning styles, and actual instructional level.

Items	Importance				Present Attention/Effort			
1. Variety of learning activities occurs in classroom at any one time.	-2	-1	+1	+2	1	2	3	4
2. Multiple groupings of students	-2	-1	+1	+2	1	2	3	4
3. Use of varied instructional methods for higher thinking skills.	-2	-1	+1	+2	1	2	3	4
4. Advanced projects build upon basic skills and student interests.	-2	-1	+1	+2	1	2	3	4
5. Cooperative planning time among various staff members.	-2	-1	+1	+2	1	2	3	4
6. Identification and use of student learning styles.	-2	-1	+1	+2	1	2	3	4

II. Appropriate Enrichment. Programming to extend or enhance student learning, beyond required curriculum, to prepare for independent inquiry.

Items	Importance				Present Attention/Effort			
1. Many interest development activities provided.	-2	-1	+1	+2	1	2	3	4
2. Systematic instruction in creative and critical thinking and problem-solving skills.	-2	-1	+1	+2	1	2	3	4
3. Assessment of student interests.	-2	-1	+1	+2	1	2	3	4
4. Use of inquiry and research resource material and people.	-2	-1	+1	+2	1	2	3	4
5. Systematic involvement in investigating real problems.	-2	-1	+1	+2	1	2	3	4
6. Locate outlets and audiences for student products.	-2	-1	+1	+2	1	2	3	4

Proceed to the next page, please.

The New Hampshire Department of Education does not discriminate in its educational programs, activities or employment practices on the basis of race, color, national origin, age, sex, or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975.

Any person having questions concerning the New Hampshire Department of Education's compliance with Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 60 may contact:

(1) **Nancy Grimes**, Title IX Coordinator
New Hampshire Department of Education
101 Pleasant Street
Concord, N.H. 03301
Tel. (603) 271-3196, or

(2) the **Assistant Secretary for Civil Rights**,
U.S. Department of Education
Washington, D.C., and/or

(3) the **Regional Directors**,
U.S. Department of Education
Office for Civil Rights, Region I,
Boston, Mass.

Any person having questions concerning Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. Part 104 may contact:

Douglas Brown, Section 504 Coordinator
New Hampshire Department of Education
101 Pleasant Street
Concord, N.H. 03301
Tel. (603) 271-3620.